



CHILD CARE AND DEVELOPMENT FUND PLAN
FOR
FFY 2006-2007

This Plan describes the CCDF program to be conducted by the State for the period 10/1/05 – 9/30/07. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including changing the options selected or described herein.

The official text of the applicable laws and regulations govern, and the Lead Agency acknowledges its responsibility to adhere to them regardless of the fact that, for purposes of simplicity and clarity, the specific provisions printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text.

Public reporting burden for this collection of information is estimated to average 162.57 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

(Form ACF 118 Approved OMB Number: 0970-0114 expires 05-31-2006)

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AMENDMENTS LOG
Child Care and Development Services Plan for
For the period: 10/1/05 -- 9/30/07

SECTION AMENDED	EFFECTIVE/ PROPOSED EFFECTIVE DATE	DATE SUBMITTED TO ACF	DATE APPROVED BY ACF

Instructions:

- 1) Lead Agency completes the first 3 columns and sends a photocopy of this Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional contact. A copy of the Log, showing the latest amendment pending in ACF, is retained in the Lead Agency's Plan.
- 2) ACF completes column 4 and returns a photocopy of the Log to the grantee.
- 3) The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain those "old" plan pages that are superseded by amendments in a separate appendix to its Plan.

PART 1
ADMINISTRATION

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

1.1 Lead Agency Information (as designated by State chief executive officer)

Name of Lead Agency: Wisconsin Department of Workforce Development

Address of Lead Agency: 201 East Washington Avenue
P. O. Box 7946
Madison, WI 53707-7946

Name and Title of the Lead Agency's Chief Executive Officer:
Roberta Gassman, Secretary
Wisconsin Department of Workforce Development
Phone Number: 608.267.1410
Fax Number: 608.266.1784
E-Mail Address: Roberta.Gassman@dwd.state.wi.us

Web Address for Lead Agency (if any): <http://dwd.wisconsin.gov>

1.2 State Child Care (CCDF) Contact Information (day-to-day contact)

Name of the State Child Care Contact (CCDF):
Laura Saterfield, Child Care Section Chief
Wisconsin Department of Workforce Development
201 East Washington Avenue
P. O. Box 7972
Madison, WI 53707-7972
Phone Number: 608.266.3443
Fax Number: 608. 261.6968
E-Mail Address: Laura.Saterfield@dwd.state.wi.us

Phone Number for child care subsidy program information (for the public) (if any):
Child Care Help Desk: 608.261.4580; E-Mail address: occweb@dwd.state.wi.us

Web Address for child care subsidy program information (for the public) (if any):
<http://dwd.wisconsin.gov/dws/programs/childcare/programs.htm>

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1.3 Estimated Funding

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the one-year period: October 1, 2005 through September 30, 2006. (§98.13(a))

CCDF	\$ 81,379,619
Federal TANF Transfer to CCDF	\$ 63,155,400
Direct Federal TANF Spending on Child Care	\$ 159,398,800
State CCDF Maintenance of Effort Funds	\$ 16,449,400
State Matching Funds:	
GPR	\$ 9,971,800
other match outside DWD	\$ 8,800,550
Total Funds Available	\$ 339,155,569

1.4 Estimated Administration Cost

The Lead Agency estimates that the following amount (and percentage) of Federal CCDF and State Matching Funds will be used to administer the program (not to exceed 5 percent): \$ 16,957,780 (5 %). (658E(c)(3), §§98.13(a), 98.52)

1.5 Administration of the Program

Does the Lead Agency directly administer and implement all services, programs and activities funded under the CCDF Act, including those described in Part 5.1 – Activities & Services to Improve the Quality and Availability of Child Care, Quality Earmarks and Set-Aside?

- ☐ Yes. Skip questions 1.6 and 1.7. Go to Section 1.8.
- ☒ No, and the following describes how the Lead Agency maintains overall control when services or activities are provided through other agencies: (658D(b)(1)(A), §98.11)

Wisconsin Shares Child Subsidy Program

The State of Wisconsin through the Department of Workforce Development (DWD), Child Care Section (CCS) exercises overall administration and supervision of the child care subsidy program.

- DWD contracts with 52 Wisconsin Works (W-2) agencies, Wisconsin's major TANF program, to administer the child care eligibility process for the child care subsidy program in 72 counties. DWD no longer contracts with tribes to administer the W-2 program. Those tribes that were formerly W-2 agencies now have federal Tribal-TANF contracts. Because tribes have dual eligibility, tribal

members from TANF tribes can receive services from their own tribe as well as from any W-2 agency in the state. Similarly, tribal members from non-TANF tribes can receive W-2 services from any W-2 agency.

- DWD also contracts with 72 county and 8 tribal social and human services departments to administer the authorization and payment process for the Wisconsin Shares Child Care subsidy program.
- DWD contracts with 72 county and 8 tribal social and human services departments to administer the certification of license exempt family child care providers, to conduct the yearly provider price survey, and to calculate the maximum county/tribal rates based on the survey results.

Often the W-2 agency is the county social and human services program. When this occurs, the same agency, and often the same staff, process the entire child care case, including eligibility determination, authorization, attendance reporting, and issuance of payment. Nearly 85% of all county/tribal social and human services agencies complete the eligibility determination, authorization, and payment processes. When the W-2 agency is a private, non-governmental agency, child care eligibility determination may be subcontracted back to the county/tribal social and human services agency. This is often true for child care cases that are also receiving food stamps and/or medical assistance. Several county/tribal social and human service agencies contract the authorization and payment administration to private, non-governmental agencies that may or may not be the W-2 agency.

Nearly 75% of all county/tribal social and human services agencies complete the certification of license exempt family child care providers. Several county social and human services agencies subcontract child care certification and the survey process for maximum payment rate setting to private agencies, including some child care resource and referral agencies.

The child care providers themselves are not under contract as a condition of receiving payments. However, both the Lead Agency and the local agencies monitor for fraud.

Quality Improvement Activities and Services

The Child Care Section maintains overall control of quality improvement activities funded under the CCDF Plan. The CCS reviews all quality improvement activity contracts, and determines what activities should be purchased with CCDF funding.

Child Care Resource and Referral (CCR&R) and Wisconsin Child Care Resource and Referral Network (WCCR&R Network) Contracts

The Lead Agency has two-year contracts with 16 CCR&R agencies and the WCCR&R Network to provide statewide services. Services are discussed in Section 5.1.1; contract responsibilities are listed here:

CCR&R and WCCR&R Network Responsibilities:

- The WCCR&R Network organizes an accreditation process with out-of-state evaluators or else facilitates peer review using accreditation standards developed by Wisconsin CCR&Rs and the WCCR&R Network. Contract continuation with State funding is contingent on a CCR&R becoming accredited or re-accredited every five years and maintaining these standards.
- CCR&R must submit quarterly reports and an annual report to the Lead Agency. Reports give information about parent referrals, provider statistics and use of CCR&R services, training and other staff activities.
- All CCR&Rs must join the WCCR&R Network which offers training, technical assistance, and support services to individual agencies. WCCR&R Network also enlists CCR&R participation in DWD statewide projects.
- CCR&Rs partners, including county/tribal agencies, W-2 agencies, employers, child care consultants, licensing specialists, and others complete Stakeholder Surveys to evaluate CCR&R activities in order to assure that performance standards are met. WCCR&R Network is responsible for managing the Stakeholder Survey process and provides the Lead Agency with a report of the outcome.
- Other Requirements: CCR&Rs agree to cooperate with new child care initiatives begun by DWD. CCR&Rs are required to meet all relevant state statutes, state purchasing standards, and assurances as indicated in the contract language agreed to by the CCR&R agency and the Lead Agency.

Lead Agency Responsibilities:

- The Lead Agency establishes a two-year contract with 16 Child Care Resource and Referral agencies and the Wisconsin Child Care Resource and Referral Network to provide services statewide. Services are discussed in Section 5.1.1.
- The Lead Agency monitors performance standards and other aspects of contract compliance. The Lead Agency also reviews consumer surveys, quarterly reports, and financial audits; conducts site visits and participates in the agency accreditation process. In addition, the Lead Agency is responsible for providing or arranging technical assistance.
- The Lead Agency is responsible for renewing or terminating a contract which is dependent on individual agency performance and maintaining accreditation. In the event that the Lead Agency does not continue a contract, the Lead Agency is responsible for finding another CCR&R provider. Options include expanding the service area of an existing provider, opening up a competitive process to select a new provider, or the affected agency board selecting new management and staff.
- The Lead Agency meets quarterly with the 16 CCR&Rs at the WCCR&R Network Quarterly Meetings. During these meetings child care policy updates are shared, and new child care initiatives are explored and analyzed.

Wisconsin Early Childhood Association Contract

The Lead Agency contracts with the Wisconsin Early Childhood Association (WECA), an affiliate of the National Association for the Education of Young Children, to manage professional development programs for child care providers.

Under this contract WECA operates the T.E.A.C.H. Early Childhood® WISCONSIN Scholarship Program for Professional Development and the R.E.W.A.R.D.™ WISCONSIN Stipend Program.

WECA provides assistance to improve the education of early care and education teachers and providers, promotes retention of well-educated staff, and fosters the understanding of the need for higher compensation for the child care workforce. Contract responsibilities include:

WECA's Responsibilities:

- WECA provides quarterly reports on summary data to the Lead Agency and to the steering committees for both the T.E.A.C.H. and R.E.W.A.R.D. initiatives. Information reported quarterly includes:
 - the number of scholarship applications received, the number of scholarships awarded, and the current number of active scholarships.
 - the number of technical schools, colleges and universities providing child care coursework.
 - information on barriers that may be in place for the early education workforce.

WECA provides information in a format that identifies access to specific coursework, including the Infant Toddler Credential, the Administrators Credential, recipients completing Associate Degree and Bachelors Degree coursework, Mentor Coursework, Apprenticeship, and entry level coursework. Other information reported includes the number of child care programs supporting scholarship recipients, the number of children served in these programs, the number of coursework credits completed, average grade point received by scholarship recipients, and the scholarship recipients' combined average turnover rate. Finally, information is provided in data summaries that identify the number of family day care providers and group center staff that access scholarships and stipends. **The Lead Agency may request additional data as needed.**

WECA provides stipend application information. **Final** numbers of eligible recipients are presented in a final report, during the time periods that the stipend program is offered. This is determined by available funding within the biennium. WECA also supplies information on the breakdown of scholarship and stipend recipients by local county area. Other specific information is collected by WECA as requested by the CCS.

- WECA conducts regular meetings to promote and plan for professional development as well as ongoing administration.
- Additional Requirements: The contract also charges WECA with increasing the access points to credit-based education. WECA does this by promoting alternative delivery formats, including on-line coursework, intensive evening, and weekend courses.

Lead Agency Responsibilities:

- The CCS has established the scholarship and bonus initiative contract with WECA for a two year contract period. WECA has received a license to operate the T.E.A.C.H. program in Wisconsin from Child Care Services, Inc. in North Carolina. If the Department is not satisfied with the performance of WECA, the Department may terminate an existing agreement or decide not to continue the agreement for the next grant agreement period. The Department would then select another provider of quality improvement services through a competitive process. Requirements of the agency, including all relevant state statutes are indicated in the contract language agreed to by WECA and the Department.
- CCS staff meets frequently with WECA staff to map strategies to improve professional development opportunities within the early care and education framework in Wisconsin and to continue the ongoing administration of the scholarship and bonus initiatives.

Wisconsin Child Care Information Center Contract

The Lead Agency contracts with the Wisconsin Department of Public Instruction (DPI) to operate the Wisconsin Child Care Information Center. CCIC provides specialized library and consultation services for child care providers, parents, educators of early childhood providers, students, and others. CCIC is designated in the Wisconsin Administrative Code HFS 46.04 (8) as the resource for child abuse information.

During 2004, CCIC sent out 95,365 brochures specifically providing information on choosing child care. Additionally, over 162,000 other types of brochures were sent out, along with over 10,000 resources on licensing requirements and over 19,000 tip sheets written by the Wisconsin Child Care Improvement Project. Listings of resource materials were sent out to over 850 customers. Over 8,000 articles were shared. CCIC provided answers to 1,488 specific questions, and provided referrals to over 750 customers. Also, CCIC distributes and prints numerous brochures and several books created by publicly funded agencies. Directly, and through child care providers, CCIC distributes large quantities of brochures to parents on choosing quality child care, Wisconsin Shares Child Care Subsidy information, child rearing practices, and child abuse prevention.

CCIC Responsibilities:

- DPI provides on-site supervision of the CCIC projects and its employees.

- CCIC is required to submit a yearly report of activities performed.
- CCIC must meet DWD's requirements, including all relevant state statutes as indicated in the contract language. As a state agency, DPI is subject to many of the same administrative statutes as the Lead Agency.

Lead Agency Responsibilities:

- The CCS manages the program via a contract between DPI and DWD, the Lead Agency.
- The CCS monitors agency activities through meetings, phone calls and input from outside agencies and other collaborative partners.
- CCS reviews workplan information and benchmark criteria to assure that CCIC is in compliance with contracted services.
- In addition, the CCIC Librarian and Communications Specialist are employees of DWD CCS and are supervised by that Section Chief.

Community Child Care Initiatives Grantees (CCCIG) Contract

In 2005 Wisconsin contracted with 52 local area government jurisdictions (includes counties, tribes, cities, school districts and technical college districts) to match and draw down all remaining available CCDF matching funds available to Wisconsin. Local agencies used the funds for a variety of activities permitted under the CCDF Act, many in multi-jurisdiction collaboratives. For 2006 Wisconsin will issue a new Request for Proposals.

Oversight of these contracts consists of reviewing and documenting quarterly match certifications from grantees, semi-annual reports, financial audits, and selected site visits. Collaborations and partnerships can apply for the available CCCIG funds.

1.6 Determining Eligibility

For child care services funded under §98.50 (e.g., certificates, vouchers, grants/contracts for slots based on individual eligibility), does the Lead Agency itself: (§98.11)

- Determine individual eligibility of non-TANF families?
☐ Yes.
☒ No. If no, identify the name and type of agency that determines eligibility of non-TANF families for child care:

Wisconsin Shares

The State of Wisconsin, Department of Workforce Development (DWD), contracts the administration of eligibility of child care assistance for both TANF families and non-TANF families to local Wisconsin Works (W-2) agencies. Each

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of the 72 counties has a designated W-2 agency. Because of dual eligibility, tribal members of non-TANF tribes can select a W-2 agency for services.

For 33 counties, the county has designated its own Social or Human Services Department (or other county department) as the W-2 agency		
Barron County DHHS	Dunn County DHS	Outagamie County DHHS
Bayfield County DHHS	Eau Claire County DHS	Pepin County DHS
Brown County Dept of Human Services	Fond du Lac County DSS	Polk County HSD
Buffalo County DHHS	Green Lake County DHHS	Racine County DHS
Burnett County DSS	Iron County	Rock County DHS
Calumet County DHS	Jefferson County HSD	Rusk County DHHS
Chippewa County DHS	Kenosha County DHS	Taylor County
Clark County DSS	La Crosse County HSD	Trempealeau County DSS
Crawford County HSD	Marinette County H&HSD	Vernon County DHS
Door County DSS	Marathon County Department of Employment & Training	Waupaca County DHHS
Douglas County HHSD	Oconto County HSD	Winnebago County DHS

18 counties are organized into 6 consortia headed by a county agency		
Consortium Name	County Agency Heading Consortium	Member Counties
PAW	Wood County DSS	Portage, Adams, Wood
Ashland Consortium	Ashland County DHHS	Ashland, Price
Capitol Consortium	Dane County DHS	Dane, Dodge, Marquette, Sauk
Lakeshore Consortium	Sheboygan County H&HSD	Manitowoc, Sheboygan
Sawyer Consortium	Sawyer County HHS	Sawyer, Washburn
Southwest Consortium	Grant County DSS	Grant, Green, Iowa, Lafayette, Richland

21 counties are served by private agencies		
County/Counties	Consortium Name	W-2 Agency
Waukesha	NA	ACS State and Local Solutions, Inc.
Walworth	NA	The Kaiser Group, Inc.
Shawano	NA	Shawano County Job Center, Inc.
Pierce, St. Croix	WCI Pierce & St. Croix	Workforce Connections, Inc.
Washington, Ozaukee	Waukesha-Ozaukee-Washington (WOW) Counties Work-	WOW WDB, Inc.

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	force Development Board (WDB)	
Florence, Kewaunee, Menominee	FSC Bay Area	Forward Service Corporation (FSC)
Forest, Langlade, Lincoln, Oneida, Vilas	FSC Northern	Forward Service Corporation (FSC)
Jackson, Juneau, Monroe	Workforce Connections - JJM	Workforce Connections, Inc.
Columbia County	NA	Workforce Connections, Inc.
Waushara County	NA	Forward Service Corporation (FSC)
Milwaukee - Region 1	NA	YWCA
Milwaukee - Region 2	NA	UMOS
Milwaukee - Region 3	NA	Maximus, Inc and UMOS
Milwaukee - Region 4	NA	UMOS and YWCA
Milwaukee - Region 5	NA	Maximus, Inc.
Milwaukee - Region 6	NA	Maximus, Inc.

W-2 agencies are responsible for the local administration of services and benefits under TANF. Some W-2 agencies have subcontracted the administration of child care eligibility to another agency. In Milwaukee County, the W-2 agencies have subcontracted the administration of child care eligibility back to the county.

Agencies administer the Wisconsin Shares Child Care Subsidy program according to policies established by State Statute and Wisconsin Administrative Rule. Child care policy is communicated to agencies through the Wisconsin Works Manual, the Child Day Care Manual, Operational Memos, Automated Broadcast Messages, and email sent through listservs. In addition, the DWD Child Care Section holds regional child care meetings twice a year to discuss current policy, policy changes, new initiatives, hot topics and clarification of materials. DWD provides face-to-face and desktop training and also develops training packet material when implementing major new policy or automation, or as major changes occur.

DWD will establish new contracts beginning January 1, 2006 for the administration of the full W-2 program. Some agencies will have the Right of First Selection for a continuing contract. A competitive process among the remaining number of agencies may result in agency changes for several areas of the state.

Specialized Direct Child Care Services

Wisconsin administers a small portion of its child care programs through contracts for specialized child care services.

Contracted Child Care

The Lead Agency contracts with interested W-2 agencies to provide on-site (drop-in) care for children while parents are pursuing TANF-related activities. For calendar year 2005, 16 counties/W-2 agencies have contracts in place at 24 child care sites for a total capacity of 349 slots for on-site child care. The W-2 agency is responsible for assuring that the contract is only charged for children who are eligible.

On-site child care for TANF-eligible children is available for parents who are pursuing various employment-related activities that are typically on-site at the W-2 agency. Parents who use this care attend meetings with caseworkers, participate in motivational and skill building classes, and otherwise use the resources of the agency.

The purpose of the contracted child care program is to assure that children are in a quality child care environment and to allow parents to comply with and benefit from the employment activities to which they are assigned. Since parents remain on-site, licensure is not required for these programs. Contract amounts are based on the specific agency's history of utilizing child care slots and the Wisconsin Shares Child Care Subsidy Program's maximum reimbursement rate for the county.

Due to a 35% decrease in the state appropriation for contracted child care to take effect in 2006-2007, there will be a substantial decrease in the number of clients served. This will impact on the program data generated by this service.

Migrant Child Care

The Wisconsin Lead Agency contracts with the United Migrant Opportunity Services, Inc. (UMOS) to offer Migrant Child Care throughout Wisconsin. Serving the child care needs of migrant children was previously a county responsibility. Due to a lack of county resources, such as a lack of bilingual staff, the State began contracting with UMOS for this service. UMOS follows the same state requirements as counties do when serving low-income migrant families. There are a total of 642 slots for 2005.

These child care arrangements will change in 2006-2007 due to legislative decisions whereby the annual UMOS contract will be reduced from \$895,633 to \$548,633. While UMOS will be serving fewer families and children, DWD anticipates that at least the same number of child care slots will be needed in 2006 as in 2005. The Lead Agency expects that the migrant parents whom UMOS cannot serve due to a lack of funding will apply for child care funding in the counties where they are living. Because many counties lack bilingual child care programs, it is likely that migrant parents will select the UMOS child care program for their children. Counties will then have to make the funding arrangements so that UMOS child care is available for their new clients. The

Lead Agency staff plans to work with both UMOS and the counties to assist with this transition.

UMOS determines eligibility for Migrant Child Care according to the same criteria used by W-2 and tribal TANF agencies for Wisconsin Shares. Care provided through the Migrant Child Care contract is provided by approximately 31 providers, including UMOS, at 48 separate sites. UMOS is also a provider of group center care in areas where large numbers of migrant families live and work. While a few migrants arrive in Wisconsin as early as March and stay as late as December, UMOS provides most of the care for migrant families during a 13-week period in the summer months. These funds enable UMOS to collaboratively provide quality educational and support services to eligible migrant children, which addresses their special needs and encourages their achievement.

- Determine individual eligibility of TANF families?
☐ Yes.
☒ No. If no, identify the name and type of agency that determines eligibility of TANF families for child care:

See Section 1.6. Eligibility and Authorization above.

- Assist parents in locating child care?
☐ Yes.
☒ No. If no, identify the name and type of agency that assists parents:

As noted in section 1.5, the Lead Agency uses CCDF funds to contract with 16 Child Care Resource and Referral Agencies. These agencies provide statewide assistance to parents in locating child care. In addition, many local county agencies provide information to families about choosing high quality child care through brochures available from CCIC and through the WCCR&R Network regarding Think Big, Start Small initiative. (See Section 2.3 Public-Private Partnerships). Local agencies may have listings of licensed group, licensed family, regularly certified and provisionally certified providers to share with families. Local agencies also provide families with information on how to contact the local CCR&R agency for the specific service delivery area needed.

CCR&Rs respond to requests for information from parents, providers, employers and the public, and publish a variety of publications about child care needs and resources for parents, providers and employers.

- Make payments to providers and/or parents?
☒ Yes.
☐ No. If no, identify the name and type of agency that makes payments:

The Lead Agency issues the checks or electronic fund transfers to providers. The checks are calculated based on data entered by local county/tribal, social/human services agencies which are responsible for the actual attendance reporting data

collection required to generate a child care payment made by the State. The Lead Agency also sends out 1099s to providers.

1.7 Nongovernmental Entities

Is any entity named in response to section 1.6 a non-governmental entity? (658D(b), §§98.10(a), 98.11(a))

☒ Yes, and the following entities named in 1.6 are non-governmental:

The Wisconsin Works (W-2) Agencies that are described above include 38 county agencies determining eligibility of TANF and non-TANF families for 50 counties and 13 private agencies having a contract with DWD to determine eligibility for TANF and non-TANF families in 22 counties. Some of the private W-2 agencies contract the eligibility determination back to the county agencies, so that 61 county agencies determine child care eligibility. Examples of private agencies completing the eligibility process include Forward Services and Workforce Connections.

62 counties complete the child care authorization process, with the remainder of agencies completing the authorization being a mixture of private agencies. Examples of private agencies completing the authorization process include Kaiser and Goodwill.

63 counties assist in the payment process by entering or confirming provider-entered attendance data, with the remainder of agencies being a mixture of private agencies. Examples of private agencies completing the attendance reporting process include Kaiser and Workforce Connections.

Other non-governmental agencies are the 16 Child Care Resource and Referral Agencies and the Wisconsin Child Care Resource and Referral Network.

☐ No.

1.8 Use of Private Donated Funds

Will the Lead Agency use private donated funds to meet a part of the matching requirement of the CCDF pursuant to §98.53(e)(2) and (f)?

☐ Yes, The name and type of entity designated to receive private donated funds is:
Name:
Address:
Contact:
Type:

☒ No. Go to 1.9

1.9 Use of State Pre-Kindergarten (Pre-K) Expenditures for CCDF-Eligible Children

1.9.1 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF maintenance of effort (MOE) requirement?

☒ Yes, and:

(XX) The State assures that its level of effort in full day/full year child care services has not been reduced, pursuant to §98.53(h)(1).

(20 %) Estimated % of the MOE requirement that will be met with pre-K expenditures. (It may not exceed 20%)

If the State uses Pre-K expenditures to meet more than 10% of the MOE requirement, the following describes how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

Wisconsin is a leading state in the provision of universally available four-year-old kindergarten programs. The community approach is now considered the best practice for providing universally available four-year-old kindergarten and focuses on a school-community interface, also referred to as a public-private partnership. In the new approach, collaborations that involve a broad range of community early childhood stakeholders are forged to achieve a common goal that could not be achieved by a single agency acting alone. The new approach works toward the goal of achieving emotional, educational, societal, and physical well-being of children. It treats education and care as if they are two sides of the same coin, not separate entities. The following Department of Public Instruction web page identifies resource materials available to help inform and support community approaches when serving four-year-old children: <http://www.dpi.state.wi.us/dpi/dltcl/bbfesp/ec4yrpag.html>. This site links to publications that provide lessons from actual communities using these approaches.

Given this approach, there are numerous local strategies for increasing the availability, accessibility, and quality of child care.

Wrap-around child care and education programs are encouraged to provide fewer transitions for children as well as provide an opportunity for parents and education and care providers to communicate with each other. The Department will continue to encourage collaborative efforts to blend funding, including Pre-K funds, Head Start funding, and Child Care Subsidy. Barriers to blending of funding need to be identified and solutions developed.

☐ No.

1.9.2 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF Matching Fund requirement? (§98.53(h))

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- ☒ Yes. It is estimated that 20 % of the Matching Fund requirement that will be met with Pre-K expenditures.

If the State uses Pre-K expenditures to meet more than 10% of the Matching Fund requirement, the following describes how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

- The Department has worked collaboratively with the Department of Public Instruction and the Department of Health and Family Services to meet the needs of working families for full day, full year services.
- Wisconsin will continue to develop collaborative models for child care wrap-around services on-site and near-site, including part-day Pre-K programs and Head Start programming.
- Local collaborative efforts have been encouraged through the availability of Community Child Care Initiative funding to establish full day child care arrangements for working families (see Sections 1.5 and 1.6 for further Community Child Care Initiatives information).
- The Department is a full participant in Wisconsin Early Childhood Collaborating Partners, described below in Section 1.9.3. and in Section 2.1.

- ☐ No.

- 1.9.3 If the State answered yes to 1.9.1 or 1.9.2, the following describes State efforts to ensure that pre-K programs meet the needs of working parents: (§98.53(h)(2))

In meeting the unique needs of working parents of children in pre-K programs, the Lead Agency's focus is on:

- Full day, full year care needs, including care for children with special needs;
- Program transitions and/or transportation among programs in the child's day;
- Communication among programs/teachers; and
- Communication between parents and programs/teachers.

The State of Wisconsin encourages local collaborative efforts of school districts, county and tribal governments, technical colleges and others to develop full day kindergarten and 4-year-old kindergarten programs that collaborate with community child care programs, Head Start Programs, preschool programs and special education programs. Wisconsin encourages a collaborative approach that provides communities with several options for integrating 4K programs. Information regarding this can be found in *Community Approaches to Serving Four-Year-Old Children in Wisconsin* and *Creating a Community Approach to Serving Four-Year-Old Children in Wisconsin*, at the web site: www.collaboratingpartners.com. A draft document is currently under review that provides *Options for Financing Four-Year-Old Kindergarten in Community Approaches* and will also be available at the same web site.

The Department is a full participant in Wisconsin Early Childhood Collaborating Partners, a statewide partnership that is a grass roots effort representing over 50 public and private agencies of all sizes. Together this group is dedicated to facilitating the development and implementation of a plan that will permit every child and family in our state access to a blended, comprehensive delivery system for high quality early childhood education and care. One goal of Collaborating Partners is to forge public policy that provides infrastructure for a comprehensive early childhood system, accessible to all families, including the blending of funding streams and programs to maximize benefits, to avoid gaps in service and create comprehensive systems. Public policy must be developed that increases support for a skilled, educated, stable, and adequately paid early childhood workforce.

Collaborating Partners is interested in addressing the following problems: fragmented service delivery, duplication of services, gaps in services, the need to be categorized or labeled in order to receive services, transportation issues, affordability of quality services, and the quality of care. Further information about Wisconsin Early Childhood Collaborating Partners is found at: <http://www.dpi.state.wi.us/dpi/dlcl/bbfcsp/eccopthm.html>

The Department of Workforce Development is a partner with the Department of Public Instruction, Department of Health and Family Services, and other state and local agencies and organizations to move forward the overall goals of Wisconsin Forces for Four-Year-Olds. The vision of this partnership is to increase the number of communities that provide quality early learning opportunities and universal services for four-year-old children through community-based public-private partnerships in a wide range of settings. This initiative promotes partnerships among school districts, child care programs and Head Start to maximize funding, align best practices, improve quality of services, and ensure that all children will enter kindergarten with experiences to support their continued learning. A listserv that provides linkages to the most recent 4K activities across the state is available at:

<http://www.dpi.state.wi.us/dpi/dlcl/bbfcsp/doc/eclstsr.doc>.

This Wisconsin Early Childhood Collaborating Partner's (WECCP) listserv is designed to facilitate interactive, electronic communication among the agencies, associations, and individuals providing services to Wisconsin's young children (birth to age eight) and their families. The focus of this listserv is on state, community, and interagency efforts to improve service delivery approaches for young children and their families. The listserv provides a mechanism to share experiences, examples, and resources related to early childhood collaboration, program blending, and system improvement.

1.10 Improper Payments

1.10.1 How does the Lead Agency define improper payments?

An improper payment is defined as an overpayment or an underpayment.

An overpayment is defined as an amount greater than the individual or assistance group was eligible to receive according to the policies of the program. An overpayment may be the result of client error, administrative error, or intentional program violation.

An underpayment occurs when a provider does not receive the full payment for the number of hours a child is in attendance or does not receive the payment rate identified in the authorization. An underpayment can also occur when the parent is eligible for a higher child care benefit due to a change in circumstance that was not acted upon timely by the child care worker. A change in circumstance could include a decrease in income, an increase in the hours needed for care, a change in household membership, etc.

1.10.2 Has your State developed strategies to prevent, measure, identify, reduce and/or collect improper payments? (§98.60(i), §98.65, §98.67)

☒

Yes, and these strategies are:

☐

No. If no, are there plans underway to determine and implement such strategies?

- ☐ Yes.
☐ No.

Prevention of Improper Payments

The State of Wisconsin has developed sophisticated automated systems to take eligibility data from parents; to determine if all eligibility requirements have been met; to go through various data exchanges; to combine the application and eligibility determination process for several public assistance programs; to allow authorization only to eligible children for periods of time where eligibility exists; to calculate authorization amounts; and to calculate and issue payment.

CARES (Client Assistance for Re-employment and Economic Support) is the automated system used to collect eligibility criteria from parents. Parents have a face-to-face meeting with a local agency worker where the parent provides the information and documentation for the determination of eligibility. The worker enters the data related to eligibility in CARES and indicates if the data has been verified or documented.

Once the eligibility criteria are entered, the worker “runs” the eligibility test in CARES. CARES identifies to the worker if any eligibility information is incomplete or not documented/verified; if the family is eligible and for what time frames; and if the family is not eligible, why, and for which timeframes. The worker must confirm the results provided by CARES. If data has been entered incorrectly resulting in an incorrect eligibility determination, the worker is able to modify the data entered and reassess eligibility. The worker confirms the CARES eligibility determination when it is correct.

CARES has several data exchanges in place to ensure that the data collected is accurate and to alert workers of possible changes in situations. The worker receives an alert when a data exchange identifies information for an individual in any of the worker’s caseload. Workers are required to review information provided in the data exchanges and to follow up with the parent to identify any changes in circumstance that could affect eligibility or the child care benefit amount. The following is a list of the current data exchanges:

- Social Security Administration (SSA) – One data exchange with SSA indicates if there is a mismatch in the name, date of birth, or Social Security number of an individual in CARES. The Social Security number is not required for the child care subsidy program, but it is required for other public assistance programs that use CARES to process applications and determine eligibility. The second data exchange indicates if an individual in CARES is receiving Social Security benefits; then if so, how much, and if the amount has recently changed.
- Department of Workforce Development (DWD) – There are four data exchanges with DWD. The first is with Unemployment Insurance to

determine if any individual in CARES is receiving Unemployment Benefits. The second data exchange is with New Hire and indicates if an individual is newly employed. The third data exchange is the Quarterly Wage Match which indicates the amount of income the employer has paid to an individual in CARES. The fourth data exchange is with Child Support and identifies parents who are not cooperating with Child Support and do not have good cause. Cooperation with Child Support is an eligibility requirement.

Several other public assistance programs include their application and eligibility determination process in CARES including W-2 TANF cash benefits, Food Stamps, and Medicaid. In many counties, the family sees only one or two different workers to apply for Child Care, W-2, Food Stamps, and Medicaid. In counties where there are multiple workers for each program, each worker can view the information the family has provided for the other programs.

CSAW (Child Care Statewide Administration on the Web) is the automated child care payment system. The local worker enters authorization criteria into CSAW including the provider location, type of authorization (attendance or enrollment based), rate type (regular fulltime or part time), authorization period, and hours needed for care per week.

CSAW checks to see if the child is eligible for child care benefits for the authorization period; if the child is under 13 years of age; and if the child is identified and there is verification the child **has** special needs and **is** under 19 years of age. Authorizations cannot be entered beyond the eligibility certification period. If eligibility ends prior to the eligibility certification period, CSAW ends the authorization.

CSAW has interfaces with the databases used by the child care regulators. DHFS Licensing Specialists use the database called CLIC to track all licensed providers and the period of time for which they are regulated. County Certifiers use the database called Child Care Provider Certification (CCPC) to track all certified providers and the period of time for which they are regulated. CSAW interfaces with those two systems to create a single database in CSAW of the regulated providers in the State of Wisconsin. When the providers' data is updated in CLIC, the information is updated in CSAW that night in a batch job. Provider information updated in CCPC is updated on-line.

CSAW only allows authorizations to be entered for providers who are in the provider database and for periods of time the provider is regulated.

CSAW calculates the authorization amount for each eligible child to regulated providers who are in the database. CSAW ensures that the correct maximum county rate is used for the provider type (licensed group, licensed family, certified) and the correct co-pay amount according to the family income, size, number of children in care and type of care chosen is used in calculating the

authorization amount. CSAW ensures that the correct authorization amount is calculated.

CSAW gives warning messages when a worker is entering authorization data that meets an exception threshold. CSAW gives the worker a warning message on-line when the provider has more children authorized than their group size allows or when school-aged children are authorized for more than 25 hours per week. The warnings are displayed so that the worker can follow up to ensure that authorizations are entered appropriately. The worker can override these warnings when the data is correct.

Attendance data is entered into the Child Care Provider Information (CCPI) system by either providers or local workers. Attendance periods are prescribed two-week time periods. Attendance can only be entered once the attendance period has been completed. Providers receive attendance report forms every two weeks that are pre-filled with the children's names. The providers indicate the number of hours the child was in care each day of the attendance period. Then the providers send the form to the county agency which enters the form. The county agency monitors the attendance form as they enter the data to look for anomalies.

Providers can elect to enter their own attendance through the CCPI web system. County agencies can choose to monitor provider entered attendance on-line by electing to be a "confirmation county." In a confirmation county, the county agency must mark each line of provider entered attendance as confirmed before payment is issued. This approach works best for small counties. If county agencies decide not to be a confirmation county, they are required to review attendance exception reports that identify children in attendance 95-100% of the authorized hours for eight consecutive weeks and reports that identify children in attendance 0-40% of the authorized hours for four consecutive weeks.

CCPI will tell CSAW to end authorizations when there have been two consecutive weeks of zero hours of attendance reported. The worker receives an alert that the authorization has ended and is required to follow up with the family regarding eligibility and need for child care.

Once attendance is entered and confirmed as needed, CSAW calculates the payment amount based on the hours of attendance, authorization amount, and type of authorization for each child for each week attendance is entered. CSAW adds the issuance amount for each child at a provider location and issues the payment in the form of a check or Electronic Funds Transfer (EFT). The issuance cycle runs in CSAW each Saturday and the issuance is calculated based on the attendance entered the previous week. Checks are issued the following Monday and EFTs are deposited in bank accounts on Tuesday.

Measure, Identify, and Reduce Improper Payments

There is currently no method or procedure to measure improper payments. There is interest in implementing the methodology developed by the Federal Improper Payments Work Group regarding eligibility error rates.

The Department has instituted a policy that requires county agencies that administer the child care payment system to establish a Child Care Monitoring Plan. The plan relates to the child care payment process (authorization, attendance, and payment). Several reports and on-line tools have been developed to identify anomalies to help county agencies to focus their monitoring efforts. The following reports are available:

- **95-100% Attendance:** This report identifies children who are reported to be in attendance 95-100% of their authorized hours for eight consecutive weeks. This report is used to identify providers who may be reporting inaccurate attendance. The larger the percentage of subsidized children in the center identified as having 95-100% attendance, the more likely there may be an issue of over reporting attendance. County agencies are encouraged to review the provider's attendance records and compare them to the attendance submitted for the child care subsidy. If an overpayment is created because the provider reported more hours to the subsidy than the child actually attended, the county agency is required to calculate the overpayment and enter it into CARES.
- **0-40% Attendance:** This report identifies children who are reported to be in attendance 0-40% of their authorized hours for four consecutive weeks. Their authorizations are based on enrollment, and the authorization amount is paid regardless of the number of hours the child is actually in care. This report is used to identify children who are not using a significant number of their authorized hours. County agencies are required to contact the parents to see if there is a change in circumstances which would affect eligibility or their need for care.
- **Certified Providers with Greater than 6 Children:** This report identifies certified providers who care for seven or more subsidized children for the same six-week time period and the names of the children for whom they are authorized to provide care. Certified providers are limited to care for a total of six unrelated children. County agencies are required to share this information with the staff that regulate certified providers. If the providers are found to be over their group size maximum, an overpayment is calculated for the children over the group size.
- **Licensed Family Provider with Greater than 12 Children:** This report identifies licensed family providers who care for 13 or more subsidized children for the same six-week time period and the names of the children for whom they are authorized to provide care. Licensed family providers are limited to care for a total of eight

children. County agencies are required to share this information with the staff that regulate licensed providers. If the providers are found to be over their group size maximum, an overpayment is calculated for the children over the group size.

- **Excessive Authorizations:** This report identifies children who have two or more authorizations or more than 59 hours authorized for a single week. The report spans a four-week period of time and displays how many weeks during the report period the child has excessive authorizations. County agencies are required to review this form and determine if an error was made and too many authorizations entered into CSAW or too many hours were authorized. Overpayment created due to excessive authorizations is to be collected.

In addition to reports, some exception information can be viewed in CARES and CSAW as well. The following information can be viewed on-line:

- **Utilization by Provider:** A screen on CARES allows the worker to query specific attendance utilization by provider location. The worker can select the provider location, time period, and percentage of utilization. CARES displays the number of hours of attendance reported for each child that meet the parameters entered by the worker.
- **Utilization by Case:** A screen in CARES allows workers to query specific attendance utilization by case. The worker can select the case and time period. CARES displays the number of hours the child attended for each week and the percentage of attended hours of the authorized hours for the specified time period. This helps workers identify how many hours are being utilized and how to authorize in the future based on past attendance patterns.

County agencies are also required by contract to develop a Fraud Prevention and Detection Plan. County agencies are required to have on staff or contract for fraud investigation staff. Each county agency is required to have front end verification procedures at the time of application in order to prevent overpayments. Each agency develops an error-prone profile that may include questionable reporting of earned and unearned income; contradictory, incomplete, or unclear information; and questionable reporting of household composition.

Workers identify cases that appear to be high risk, as described by the error-prone profile, and refer the case to fraud investigators. The fraud investigator determines if the family provided inaccurate information. Workers refer ongoing cases for fraud investigation for similar reasons as identified in the error-prone profile, for failure to timely report changes in circumstances that would affect eligibility, and for reluctance or refusal to provide needed information relevant to eligibility factors.

The Department believes the efforts involved in developing systems to prevent errors in eligibility determination; **in** identifying anomalies in attendance, group size, and authorization patterns; **in** monitoring the child care payment system; **in** preventing and investigating fraud; and **in** calculating and collecting overpayments, lead to reduced numbers and amounts of improper payments.

Underpayments are usually identified by the provider and communicated to the local agency for correction. The local agency reviews the provider's claim of an underpayment to determine if an underpayment exists and the amount of any underpayment. When an underpayment has been verified, the local agency issues a positive adjustment into the CARES system. The positive adjustment is attached to the child and week of care for which the underpayment occurred. The positive adjustment is issued to the provider the following Monday in the regular issuance cycle.

Underpayments are also identified when a worker is reviewing child care payments as required in their monitoring plan. The underpayments **are** paid to the provider as described above.

Collection of Improper Payments

The collection of improper payments is completely automated. Once the overpayment is manually calculated and entered into CARES, overpayment and repayment notices are automatically mailed to the provider or parent. The recovery of the overpayment is also tracked in CARES.

Provider overpayments are collected directly from the provider's future issuance when the provider remains active in the Child Care Subsidy Program. The provider is given notice that the collection of the overpayment will begin in two weeks. At that time, up to 50% of the provider's future issuance is recouped until the entire overpayment has been repaid.

When providers are no longer active in the Child Care Subsidy Program, the overpayment is collected through the CARES Benefit Recovery (BV) system. The BV system is the system used by Child Care (parent and provider), W-2, Food Stamps, and Medicaid.

The BV system encourages voluntary repayment of overpayments. Providers and parents are sent a Repayment Agreement where they agree in writing to repay a set level each month until the overpayment is completely recovered. If the provider or parent neglects to send in the monthly payment, they are sent a dunning notice. After the third dunning notice, additional collection activities are initiated for parents, including warrant and execution, levy, and tax intercept. At this time, we are not able to pursue additional collection activity against providers because the collection activity must be attached to a Social Security number and most providers use a Federal Employer Identification Number (FEIN).

1.10.3 Has your State developed strategies to identify errors in the determination of client eligibility?

- ☒ Yes, and these strategies are:
☐ No. If no, are there plans underway to determine and implement such strategies?
☐ Yes.
☐ No.

As described above in section 1.10.2, the automated system CARES is used to collect eligibility data and identify based on the entered information if eligibility exists. CARES identifies when information is not completed or when information has not been identified as being verified or documented. Agencies that administer the program are required to develop and implement Front End Verification processes that help workers identify circumstances that may lead to errors in eligibility determination.

In the future, the Department plans on providing on-site monitoring for child care eligibility determination. The monitoring will focus on reviewing cases to ensure that the required verification and documentation needed to determine eligibility are in the case file.

The Electronic Case File has been developed to allow agencies to scan verification and documentation used to determine eligibility into CARES. The verification and documentation can be viewed by all workers who work on that case. This will provide better customer service so that families only need to bring in verification once rather than each time they meet with a worker. This will also allow State staff the opportunity to monitor for the completeness of case files without having to be on-site at the agency.

PART 2 DEVELOPING THE CHILD CARE PROGRAM

2.1 Consultation and Coordination

2.1.1 Lead Agencies are required to *consult* with appropriate agencies and *coordinate* with other Federal, State, Local, Tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a), (b), §98.16(d)). Indicate the entities with which the Lead Agency has consulted or coordinated (as defined below), by checking the appropriate box(es) in the following table.

Consultation involves the participation of an appropriate agency in the development of the State Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments (noted by the asterisk in the chart below).

Coordination involves the coordination of child care and early childhood development services, including efforts to coordinate across multiple entities, both public and private (for instance, in connection with a State Early Childhood Comprehensive System (SECCS) grant or infant-toddler initiative). At a minimum, Lead Agencies must coordinate with (1) other Federal, State, Local, Tribal (if applicable), and/or private agencies responsible for providing child care and early childhood development services, (2) public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health), (3) employment services / workforce development, (4) public education, and (5) Temporary Assistance for Needy Families (TANF), and (5) any Indian Tribes in the State receiving CCDF funds (noted by the asterisks in the chart below).

	Consultation	Coordination
• Representatives of local government	<input checked="" type="checkbox"/> *	<input type="checkbox"/>
• Indian Tribes/Tribal Organizations, when such entities exist within the boundaries of the State	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Other Federal, State, Local, Tribal (if applicable), and private agencies providing child care and early childhood development services.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
• State/Tribal agency (agencies) responsible for		
○ Public health	<input type="checkbox"/>	<input checked="" type="checkbox"/> *
○ Employment services / workforce development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
○ Public education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
○ TANF	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
○ State pre-kindergarten programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
○ Head Start programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
○ Programs that promote inclusion for children with special needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Other:	<input checked="" type="checkbox"/>	<input type="checkbox"/>

* Required.

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For each box checked above, (a) identify the agency providing the service and (b) describe the consultation and coordination efforts, if any. Descriptions must be provided for any consultation or coordination required by statute or regulation.

Consultation in the preparation of the 2005-2007 CCDF plan, began in April 2005 when an initial draft of the state plan for CCDF services was posted on the DWD CCS web site. Also, an electronic announcement was sent out with a link to the plan. This announcement was forwarded to all on the CCS listserv as well as other groups. The announcement invited comments and provided an opportunity for the Wisconsin child care community to “consult” with DWD concerning the draft plan. The listserv and outreach efforts included:

Representatives of local government: County staff who have served on the statewide DWD Child Care Council, all County Child Care Coordinators and Certifiers.

Indian Tribal Organizations: Tribal staff who have served on the statewide DWD Child Care Council, all Tribal Child Care Coordinators and Certifiers, and Wisconsin Inter-Tribal Early Education Association members.

Other Federal, State, Local, and Tribal and Private Agencies: DHFS Licensing, DWD Regional Administrators, DWD W-2 Administrators, child care organizations such as WECA, Wisconsin Child Care Improvement Project (WCCIP), WCCRR Network and CCR&R agencies, CCIC, The Registry, Wisconsin Child Care Research Partnership (WCCRP), UMOS/Migrant Child Care and representatives of the Wisconsin Child Care Administrators Association, Wisconsin Family Child Care Association, Lutheran Social Services, and individual child care programs that have requested electronic mailings from DWD.

State/Tribal agencies responsible for

Public Health – Children’s Health Representative from DHFS
Employment Services/workforce development – Specialists from DWD
Public Education – Early Childhood Consultant from DPI
TANF – County and W-2 agency representatives
State pre-kindergarten programs – representatives of Wisconsin Collaborating Partners
Head Start programs – Wisconsin Head Start Collaboration Project
Programs that promote inclusion for children with special needs – WHSCP, CCR&Rs, and Birth to 3 Interagency Coordinating Council
Other: Wisconsin Early Childhood Collaborating Partners (WECCP)

In response, DWD CCS received comments from County Coordinators and Certifiers to clarify plan language about water and SIDS training. The Wisconsin Inter-Tribal Early Education Association requested funding for technical assistance, so they could continue their tribal project. Lastly, WCCRP requested greater inclusion within the activities of the plan and also requested fiscal information. As a result, the draft plan was modified to include many of these concerns. With regards to the tribal project, the CCS is

working with Tribal representatives, outside of the scope of the plan, to locate other funding.

In addition to this specific process, the Lead Agency is in regular contact with the agencies listed. While these contacts were not used for the specific purpose of developing this plan; nonetheless, the Lead Agency informed local staff of priorities, concerns, barriers, and needs and prepared them to participate in plan commentary. Coordination is most likely to occur at statewide meetings or through committee work.

For quality issues in child care, the Lead Agency's coordination is often mediated by umbrella groups such as Wisconsin Early Childhood Collaborating Partners (WECCP). Through consultation with WECCP, the Lead Agency has been developing the State Plan over time. WECCP is a collaboration of state and local, public and private, groups and individuals who work together for a vision of a blended system of high quality, comprehensive early childhood care and education, for every child and family who desires it. The Child Care Section has been a collaborating partner from the beginning of this initiative. In doing so, CCS has participated in development of the *Wisconsin Early Care and Education Career Guide* which is available through the Child Care Information Center and on-line at: <http://www.collaboratingpartners.com/wececg.html>. Collaborating Partners has also established five Regional Networks with identification of local level planning team contacts and state level planning team consultants. Together they plan for coordinated care and education of young children.

All of the agencies/programs identified above have been involved in the Collaborating Partners.

As a result of ongoing communication and collaboration with the Department of Health and Family Services and the Wisconsin Child Care Improvement Project, Child Care Health Consultants of Wisconsin have provided direction for Wisconsin Child Care Quality Improvement initiatives. Through the Partners for Healthy Child Care work group, children's health continues to be an important focus when designing child care quality improvement programming.

The Lead Agency has worked extensively with the federally-funded Wisconsin Child Care Research Partnership (WCCRP) to investigate the quality of child care, especially for low-income children, and to gain greater understanding of such Department initiatives by contracting for evaluations of the T.E.A.C.H. Early Childhood® Wisconsin Scholarship Program, the Quality Initiatives program, and by collaborating on basic research for the Quality Care for Quality Kids initiative. While planning for this initiative took place in 2005, it will not be implemented in 2006-2007, because it lacked legislative support. Having a partnership with a university research organization has strengthened the Department's ability to apply policy research to public policy development.

These multiple partners contributed to the Governor's KidsFirst Agenda. Governor Doyle's comprehensive plan for Wisconsin's children contains several components to strengthen the early childhood community such as a Quality Rating System (QRS), additional funding for T.E.A.C.H.® scholarships and R.E.W.A.R.D.™ stipends and other quality infrastructure support for child care providers, and four-year-old kindergarten. The QRS will rate the quality of child care settings. **The QRS will not be implemented in 2006-2007 due to lack of legislative support.**

In addition, Wisconsin participated in the National Governors Association (NGA) Policy Academy and was one of six states that received an NGA technical assistance grant in 2003. The program's goal is to integrate services to provide a more seamless service delivery system for vulnerable families and children and to better align workforce and child welfare programs.

2.1.2 State Plan for Early Childhood Program Coordination. *Good Start, Grow Smart* encourages States to develop a plan for coordination across early childhood programs. Indicate which of the following best describes the current status of the State's efforts in this area.

- ☐ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- ☐ **Developing.** A plan is being drafted. The draft is included as Attachment ____
- ☐ **Developed.** A plan has been written but has not yet been implemented. The plan is included as Attachment ____
- ☐ **Implementing.** A plan has been written and is now in the process of being implemented. The plan is included as Attachment ____
- ☒ **Other (describe):**

Describe the progress made by the State planning for coordination across early childhood programs since the date of submission of the 2004-2005 State Plan.

Section 2.1.1 describes some of the coordination activities carried out by WECCP. In addition, the Governor's Kids First Initiative recommended convening a Task Force to study Quality Ratings. In response, the DWD Secretary appointed a Task Force that was charged with designing strategies to improve the quality of child care in Wisconsin. The Task Force, which was composed of representatives from small and large counties, other state agencies, and child care organizations and providers, then identified the following Quality Rating System Principles:

- All children deserve access to high quality early care and education.
- The Quality Rating System shall be inclusive of all regulated child care programs.

- Observation of individual programs shall occur. Documentation of observed quality shall be verified and recorded.
- Public investment is necessary to support a Quality Rating System.
- Public awareness campaigns and other efforts to support parent involvement are necessary for the success of the Quality Rating System to improve child care quality across Wisconsin.
- The Quality Rating System shall be culturally relevant and reflective of diverse child care programs.
- The Quality Rating System shall be designed to support child care providers' efforts to improve program quality.
- Within a tiered reimbursement system there will be a large enough incentive to encourage programs to strive for higher quality.
- Implementation of the Quality Rating System shall be statewide.
- The established Quality Rating criteria shall be simple, valid, realistic and efficient.
- The Quality Rating System will be built upon the existing early care and education infrastructure to the fullest extent possible.

As mentioned earlier, the legislature did not support this new program so it will not be implemented in 2006-2007.

Indicate whether there is an entity that is responsible for ensuring that such coordination occurs. Indicate the four or more early childhood programs and/or funding streams that are coordinated and describe the nature of the coordination.

The DWD Child Care Section Staff assumes an active role in coordinating directly, serving on committees, or attending meetings to promote coordination. In particular, DWD acts as a primary partner in WECCP, Wisconsin Early Childhood Comprehensive Systems, and Strengthening Families through Early Care and Education Advisory Committee. Also, DWD Administrators and Staff work with Administrators and Staff from other State Departments including the Department of Public Instruction, and Department of Health and Family Services. They focus together on inter-departmental children's issues of mutual concern, as well as participate in the external groups mentioned in this paragraph.

Describe the results or expected results of this coordination. Discuss how these results relate to the development and implementation of the State's early learning guidelines, plans for professional development, and outcomes for children:

As a result of DWD working together with other state and child care organizations, Wisconsin arrived at a consensus and recommended the establishment of a Quality Rating System to the Governor.

The Quality Rating System built on current program coordination of Wisconsin quality improvement activities and initiatives. Many of these activities are identified in Section 1.5: Child Care Resource and Referral,

Wisconsin Early Childhood Association, Child Care Information Center and the Early Childhood Excellence Initiative. The Wisconsin Model Early Learning Standards Curriculum provides increased opportunities for the early care and education workforce to access training and education to improve the quality of early learning experiences. The intended goals of the Wisconsin Model Early Learning Standards Training are:

1. To inform the development of program standards across early learning environments so that families, teachers and caregivers can demonstrate that they provide the opportunities and experiences children need to meet developmental expectations.
2. To provide opportunities for participants to learn how to use the Wisconsin Model Early Learning Standards to guide the determination of developmentally appropriate curriculum, daily activities and assessment.
3. To utilize the "Teaching Cycle" of assessment, planning and implementation as a framework for applying the Wisconsin Model Early Learning Standards in early care and education.
4. To provide opportunities for participants to learn how to use the Wisconsin Model Early Learning Standards to design care and learning environments and to support adult/child relationships that enhance optimal learning experiences for young children.
5. To provide professionals and families with an understanding of the connections between the Wisconsin Model Early Learning Standards and
 - o Wisconsin Readiness Indicators.
 - o Existing performance standards.
 - o Existing program standards.

Describe how the State's plan supports or will support continued coordination among the programs. Are changes anticipated in the plan?

DWD CCS fully supports coordination activities and has a long history of coordinating with other agencies and organizations. DWD intends to continue this pattern into the future.

2.2 Public Hearing Process

Describe the Statewide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §98.14(c)) At a minimum, the description must provide:

Date of statewide notice of public hearing: Sunday, May 1, 2005.

Manner of notifying the public about the statewide hearing:

- A legal notice was published in the official state paper, *The Wisconsin State Journal*
- DWD web **site** announcement was published at:
<http://dwd.wi.gov/dws/programs/childcare/pdf/CCDFDraft.pdf>
- DWD web site: meeting notices for the week of May 23-27, 2005
- Announcements were made at state meetings and/or sent to child care organizations including:

An announcement was made at 3 statewide meetings: WCCR&R Network Meeting, April 28, 2005; Birth to 3 Coordinating Council, April 29, 2005; and, Wisconsin Collaborating Partners' Video Conference, May 12, 2005.

State Administrators, County/Tribal Coordinators and Certifiers, Child Care Organizations and others on the DWD Child Care Section listserv received an electronic announcement that provided a link to the Wisconsin State CCDF **Draft** Plan.

Date of Public Hearing: Tuesday, May 24, 2005, 1:00 PM to 5:00 PM

Hearing Site: DWD, State Labor Building, Room D203
201 East Washington Ave., Madison, WI

Comments were also accepted by telephone and in writing.

How the content of the plan was made available to the public in advance of the public hearing(s): The draft plan was posted on the DWD CCS web page at
<http://dwd.wi.gov/dws/programs/childcare/pdf/CCDFDraft.pdf>
An electronic announcement with a link to the Plan was sent to all **subscribers** on the DWD CCS listserv.

A brief summary of the public comments from this process is included as Attachment 1.

2.3 Public-Private Partnerships

Describe (1) the activities, including planned activities, to encourage public-private partnerships that promote private-sector involvement in meeting child care needs, and (2) the results or expected results of these activities. (658D(b)(1), §98.16(d))

The Department has established or worked with several groups to promote public-private partnerships. The DWD Child Care Council has been a vehicle for coordination with counties, tribes, child care providers, group center programs, Head Start programs, migrant child care services, family literacy, employers, training institutions, and business professionals. The function of the Child Care Council is to:

- Advise the Department of the ongoing effects of the quality child care initiatives and child care subsidy program policy that are currently in place.
- Advise the Department on current child care issues on an ongoing basis to help implement strategies to expand and to improve the quality, the affordability, and the supply of child care in Wisconsin.
- Advise the Department on child care issues on an ongoing basis to help coordinate early care and education programming and professional development across the state.

During the summer and fall of 2004, when the Department established a Task Force to recommend a Quality Rating System for Wisconsin, the Child Care Council discontinued meeting, although some of the members of the Task Force were also Child Care Council members. The Child Care Section and the Secretary's Office are continuing discussion **about** Council **continuation** with the need for new appointments.

As a parallel and initiating effort, Governor Jim Doyle developed a plan called KidsFirst: The Governor's Plan to Invest in Wisconsin's Future. Through this plan, the Governor **hoped to** ensure that all Wisconsin children are ready for success through significant investments in the following early childhood initiatives:

- Improve parent options and reward high quality programs.
- Invest in high quality early childhood education development workforce.
- Expand access to four-year-old kindergarten.
- Promote literacy.

The Child Care Section (CCS) participates and provides leadership for several collaborative initiatives. A federal Head Start State Collaboration grant is administered through the Division of Workforce Solutions (DWS.) The project coordinator is housed in the Secretary's Office at DWD.

Also, CCS staff are involved with the Early Childhood Collaborating Partners (see Section 1.9.3. and 2.1.1. for further detail), a broad based group of public and private agencies working toward a blended, high quality, comprehensive early care and

education system. The Department of Public Instruction shares leadership for this effort with statewide professional associations, the Wisconsin Head Start Association, Department of Health and Family Services, key business organizations and the CCS. Efforts of the Collaborating Partners are focused on building state networks and collaboration, designing professional development opportunities and developing new and innovative funding approaches. Having the Collaborating Partners group in Wisconsin gives the early care and education community a forum for developing the dialog necessary to cultivate relationships between systems. Collaborating Partners represents the majority of organizations that care for Wisconsin's children and their families.

Wisconsin School Readiness Indicators Initiative

Through collaborative efforts, the Wisconsin School Readiness Indicators Initiative presented a comprehensive approach to defining and monitoring school readiness. DWD was the lead agency for this project. This national initiative, which was funded by the Ford Foundation, was aimed at developing a comprehensive set of state-level school readiness indicators. Partners in this project included State government, public school districts, Wisconsin Early Childhood Association, Parents Plus of Wisconsin, University of Wisconsin-Madison School of Education, Wisconsin Head Start Collaboration Project, and the Wisconsin Council on Children and Families. This initiative defined school readiness as a process inclusive of three components: responsiveness of families and communities to children, receptiveness of schools as they serve children; and resources children bring to school. Project objectives included data collection of indicators relevant to school readiness; the integration of school readiness into the missions of the State Departments of Public Instruction, Health and Family Services, Workforce Development and the Office of the Governor; identification of policy solutions to the issues raised by the data; and information for the public, parents, educators, and policy makers about the importance of school readiness for Wisconsin children. A report developed by the Ford Foundation that includes information about the projects funded in Wisconsin and other states is available at:

http://www.gettingready.org/matriarch/onepiecepage.asp_Q_PageID_E_113_A_PageName_E_Wisconsin

The Wisconsin School Readiness Indicators Initiative Report is available at:

<http://wccf.org/pdf/WSRII.pdf>

and the brochure, Ready, Kids, Ready Schools, Ready Communities is available at:

<http://wccf.org/pdf/schoolreadiness.pdf>

Wisconsin Statewide Brain Team

The Wisconsin Statewide Brain Team is a collaboration of state agencies and statewide private organizations invested in actively promoting optimal childhood experiences to improve outcomes for individuals, families, and communities through the dissemination of brain development research. The Wisconsin Statewide Brain Team supports the collaborative efforts of state and local public agencies, community organizations and businesses in increasing public understanding and application of current brain development research. Further information is available at:

<http://www.wccf.org/projects/bus.html>

Think Big. Start Small: Invest Early in a Child's Future

This statewide public awareness campaign, partially funded with CCCIG funds, includes products targeted at parent involvement in child care, professional development of the caregivers, and developing products targeted towards business involvement in early education and care. The WCCR&R Network, CCR&R agencies, DWD, DHFS, DPI, WECA, Wisconsin Head Start Collaboration Project, WCCIP and other key partners launched this campaign in 2001. By working together across systems at the state, county, and local level we can continue to build on Wisconsin's strong base of programs for young children and ensure that all children have opportunities to participate in quality programs leading to success in school and life. This effort was originally designed by Milwaukee Public Schools who have worked collaboratively with 4C Community Coordinated Child Care, Inc. in Milwaukee and have given permission to expand this campaign statewide. All of these collaborative efforts focus in part on private sector involvement in meeting child care needs. Further information is available at <http://www.thinkbigstartsmall.org>

Children's Trust Fund/Strengthening Families Initiative

The Children's Trust Fund, (CTF) which is administered by Wisconsin's Child Abuse and Prevention Board, provides funds and assistance to 16 comprehensive and private family resource centers and 14 community-based family resource and support programs located throughout Wisconsin. CTF will work with DWD to encourage "merging" the regional CCR&R programs with comprehensive family resource centers. This will create an in-state network of regional expertise in the fields of early care and family support.

Wisconsin has been selected to participate in the national pilot network for Strengthening Families through Early Care and Education. The states are: Alaska, Arkansas, Illinois, Missouri, New Hampshire, Rhode Island, and Wisconsin. The Center for the Study of Social Policy (CSSP) will manage the pilot over the next two years and provide ongoing technical assistance, communication, documentation and policy development across the states. States will also receive assistance with strategic planning and opportunities for peer exchange among the members of the network, according to their requests and needs. CSSP and the seven states will work together to determine how each of these initiative components will be funded. For Wisconsin's grants, the partners include: Child Abuse Prevention (CAP) Fund of Children's Hospital and Health System, the Early Childhood Comprehensive System (ECCS) project, the Wisconsin Child Care Resource and Referral Network, The Registry, UW-Extension's Wisconsin Child Care Research Partnership, UW-Madison Waisman Center, Department of Public Instruction, Wisconsin Head Start Collaboration Project, Wisconsin Department of Health and Family Services, Wisconsin Initiative for Infant Mental Health, and Wisconsin Child Care Improvement Project.

The climate is conducive for integrating Strengthening Families ideas into Wisconsin's early care and education infrastructure. Several pilot sites will include Early Childhood Excellence Centers, accredited centers, and other selected sites to bring all the collective resources together so Wisconsin can improve its early care and education system.

Technical assistance from a national perspective would reinforce Wisconsin's current efforts and motivate all the key players to participate.

The Children's Trust Fund, in collaboration with the Department of Workforce Development, will provide coordination for the Wisconsin leadership team as DWD develops its own unique state plan. CCS expects to use information from the activities of Wisconsin's exemplary programs to guide potential changes in state policy, create linkages between early care and education and child protection agencies, and enhance Wisconsin's training and support programs.

Early Learning Standards

Through collaborative efforts of state and local levels led by the DWD CCS, Wisconsin has developed the *Wisconsin Model Early Learning Standards*. The standards were first printed in October 2003 and have been translated into Spanish and Hmong. All versions are available on the Wisconsin Early Childhood Collaborating Partners web page and can be downloaded from a PDF format: www.collaboratingpartners.com/EarlyLS.htm. Hard copies are available in English and Spanish through the CCIC: www.dpi.state.wi.us/ccic/ccichand.html.

The primary purpose of these standards is to provide a framework for understanding and communicating a common set of expectations for young children's development within this context of shared responsibility. These standards:

- apply to all early care and education settings.
- reflect widely held developmental expectations for children, supported by scientific evidence.
- are voluntary and applicable across all early learning environments.
- are intended to provide broad guidance for families, teachers and administrators on the experiences, resources, skills and dispositions that are desired for children ages three through the completion of kindergarten.
- are intended to: inform families about the development of young children, guide professional development, and inform educators in their approaches to curriculum development across all early care and education settings.
- will also improve the quality of care, provide a framework for resource investment, ease transitions, and serve as a basis for community partnerships.
- provide a framework for understanding and communicating a common set of expectations for young children's development within this context of shared responsibility.
- reflect the shared values and commitments of the citizens of Wisconsin to prepare young children for success in school.
- reflect attention to all the domains of a child's early learning and development, and recognize that these domains are inter-related and interdependent.

See Section 5.2 for further information.

Wisconsin Child Care Research Partnership

The Department of Health and Human Services, Administration for Children and Families, Child Care Bureau began funding the Wisconsin Child Care Research Partnership (WCCRP) in October 2000 as one of nine Research Partnerships across the United States committed to studying child care quality for low-income children. The University of Wisconsin-Extension, Wisconsin Department of Workforce Development, Child Care Section, and WCCR&R Network joined in partnership to assess the quality of child care in Wisconsin with a particular focus on child care for low-income children. CCR&R data has been utilized in this effort. Their staff have been trained as data collectors and have been involved in research observations to inform this research. Results of WCCRP findings are published in a series of *Brief and to the Point Issue Briefs* along with extensive *Policy Options Papers*.

The Lead Agency has expanded on WCCRP's work to include the evaluation of early childhood education projects, simulations, analyses of the Data Warehouse and CCR&R data, and pre-kindergarten research as a partnership, especially "community approach" 4K programs.

The research is conducted through a variety of methods including, but not limited to, surveys and observations. A heavy reliance is placed on the CCS Data Warehouse, which has received high praise for the quality and accessibility of its data. The study is being conducted in three phases: Analyses of Administrative Data, Child Care Programs/Providers Survey, and Assessments of Child Care Quality.

The research gained from this grant had been instrumental in the information presented to the Governor's KidsFirst Task Force which provided recommendations to Governor Doyle on a Quality Indicator/Tiered Reimbursement System.

Materials developed through the Wisconsin Child Care Research Partnership include: the February 2004 (#4): *Alternative Models for an Early Care and Education System* and the current *Issue Brief* (#13) *What can research contribute to child care consumer rating systems?* These materials, as well as other *Brief & To the Point* publications and *Public Policy Options* are available at the following website:

<http://www.uwex.edu/ces/flp/wccrp/>

Wisconsin Data Sharing Project

The Department of Health and Human Services, Administration for Children and Families, Child Care Bureau began funding the Wisconsin Child Care Data Sharing Project (WCCDSP) in October 2002 as one of six Data Capacity Grants across the United States. The Wisconsin Child Care Data Sharing Project established a statewide research infrastructure that has strengthened analysis, interpretation, and sharing of critical administrative child care data from multiple state sources. The Department of Workforce Development, Child Care Section is the lead agency for the WCCDSP, with partners that include: University of Wisconsin - Extension (lead agency for the Wisconsin Child Care Research Partnership); Department of Health and Family Services (responsible for state child care licensing); WCCRR Network (providing support and technical assistance to the 16 CCR&Rs that serve all communities in the state); and The Registry (Wisconsin's child care professional career development recognition system). The work under this grant is concentrated in two primary areas:

- 1.) The merged statewide child care provider file includes data on all licensed and certified child care facilities, using a common identification number.
- 2.) This merged statewide child care provider file is also expected to share data with CCR&Rs and The Registry by the summer of 2005.

With the further development of a statewide infrastructure designed to support high quality early care and education environments through training and technical assistance, the availability of T.E.A.C.H. scholarships and R.E.W.A.R.D. stipends, the development of an automated statewide child care provider file, and the contributions of the Wisconsin Child Care Research Partnership, Wisconsin is establishing a platform for conducting state-level policy research. Research topics can include parent selection of child care, supply and demand for child care in low-income neighborhoods, and mechanisms for improving child care quality statewide.

The Project's Data Sharing Advisory Group will continue to work in collaboration with state agencies and relevant stakeholders to monitor agreed-upon systems for cross-agency partnerships, data sharing, and strategic planning for selection of data for public consumption.

One of the products of the Data Sharing grant is the "new" in June 2005 Early Care and Education Web Mapping project, prepared by the Wisconsin Child Care Research Partnership in collaboration with DWD, which will show aggregate data for all parts of the child care, pre-K, and Head Start system by county - overlaid with census and Data Warehouse data.

STATE PLAN FOR WISCONSIN
CHILD CARE & DEVELOPMENT FUND SERVICES
FOR THE PERIOD 10/1/05 – 9/30/07

Child Care Resource and Referral Agencies and Employers

Child Care Resource and Referral agencies, which receive state contracts, assist employers to meet their child care needs. In 2004, 381 employers received information on child care from Child Care Resource and Referral agencies.

PART 3
CHILD CARE SERVICES OFFERED

3.1 Description of Child Care Services

3.1.1 Certificate Payment System

Describe the overall child care certificate process, including, at a minimum:

- (1) A description of the form of the certificate (98.16(k));

The certificate is a printed authorization form, generated through the Child Care Statewide Administration on the Web system (CSAW) to both the parent and the child care provider. The local county/tribal child care agency enters the authorization to the child care provider. Information entered into the system includes the name and location of the child care provider, the name and age of the child to be cared for, and the number of hours per week of child care needed. Provider information is also included in CSAW such as the provider name, location and mailing address, ages of children served, provider SSN or FEIN and corporation status, and if the provider is an accredited provider. For licensed providers, CSAW includes the verified weekly price charged by the provider for caring for children in specified age ranges.

The generated authorization identifies the child care provider/location authorized, the name of the child authorized, and the number of hours for which payment will be made per week. The authorization indicates the payment rate to be paid to the provider per hour if the payment is based on actual attendance, or the payment rate per week if the payment rate is based on enrollment. The family co-payment responsibility has already been subtracted out of the final authorized reimbursement rate. All costs not paid through the child care reimbursement process are the responsibility of the family. The authorization includes the effective dates for which the authorization is considered valid.

- (2) A description of how the certificate program permits parents to choose from a variety of child care settings by explaining how a parent moves from receipt of the certificate to choice of the provider; (658E(c)(2)(A)(iii), 658P(2), 98.2, 98.30(c)(4) & (e)(1) & (2)) and

Parents can select any licensed or certified child care provider or a child care program run by a public school board. Many times the parent will have chosen a child care provider prior to the determination of eligibility for child care authorization. The parent can also receive information on how to contact the CCR&R agency. This agency can help the parent locate a regulated child care provider. In addition the CCR&R can

provide the parent with information on what to look for in a child care program. Many local W-2 agencies have CCR&R materials available to help parents choose child care, and some agencies have CCR&R staff on-site. See Section 1.5 for further information on CCR&R agencies. Once a regulated provider is chosen, an authorization can be created. Families can have eligibility determined prior to choosing a child care provider. But an authorization for care cannot occur until the regulated provider is chosen. A parent can select a friend, neighbor or relative as a child care provider, if that individual is willing to become certified as meeting basic health and safety standards required during the certification process. If the provider is not yet regulated, but wants to become certified, the local child care administrative agency can begin the certification application process. See Section 1.5 for further information on CCR&R agencies.

- (3) If the Lead Agency is also providing child care services through grants and contracts, estimate the mix of §98.50 services available through certificates versus grants/contracts, and explain how it ensures that parents offered child care services are given the option of receiving a child care certificate. (98.30(a) & (b)) This may be expressed in terms of dollars, number of slots, or percentages of services.

All eligible parents have the option of applying for a child care subsidy authorization. Additionally, contracts are made available, under limited circumstances, for child care which is difficult to find, such as short term care necessary for parents to access supportive services available through the W-2 agency. These on-site contracts have been developed for specialized services located in 16 counties at 24 child care sites. Migrant Child Care has also been developed through a contract with the United Migrant Opportunity Services, Inc. (UMOS) which provides quality child care through the development of comprehensive, bilingual/bicultural childhood programs. Together, Contracted Child Care and Migrant Child Care account for between one and two percent of expenditures for direct child care services.

Parents select the child care they determine to best fit their family needs. Parents can choose any regulated child care provider and receive an authorization for that provider. Providers who are not currently regulated must become regulated in order to be reimbursed for the child care provided.

During 2004, 49,980 families received Wisconsin Shares child care subsidy. During 2004, Wisconsin created authorizations and made payment for 87,609 children at 8,847 separate child care locations. In addition, Wisconsin made contracted child care payments for over 13,000 children who were in an on-site, short term, Contracted Child Care arrangement while the parent was involved in a W-2 activity such as application or enrollment and orientation. On-site contracted child care is

not the child's primary care arrangement. It is anticipated that most children who attend the on-site, short term care move into a regular authorization to a regulated care provider for Wisconsin Shares.

3.1.2 In addition to offering certificates, does the Lead Agency also have grants or contracts for child care slots?

- ☒ Yes, and the following describes the types of child care services, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts: (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b))

Local agencies have the option to develop contractual child care arrangements. Local agencies, with Department approval, may choose to establish contracts for child care services to provide and pay for on-site child care arrangements. These contracts are developed to serve families who need child care before their permanent child care authorizations are arranged and/or issued. A contract is also established to provide for the unique needs of Wisconsin's Migrant farm workers. **For 2006 the contract will be reduced by \$347, 000.**

Contracted Child Care

A small portion of Wisconsin's child care program is administered through contracts for specialized child care services. Contracted on-site child care at W-2 agencies is an example of special services that have been approved in Wisconsin. Currently, for the calendar year 2005, 16 counties/W-2 agencies have contracts in place at 24 child care sites for a total capacity of 360 slots for on-site and emergency child care services. On-site child care for TANF-eligible children is made available for parents who are pursuing various employment-related activities that are typically on-site at the W-2 agency. Parents are generally attending meetings with caseworkers, participating in motivational and skill building classes, and otherwise using the resources of the agency. The purpose of the program is to assure that children are in a quality child care environment and to allow parents to comply with and benefit from the employment activities to which they are assigned. Contract amounts are based on the specific agency's history of utilizing child care slots and the Wisconsin Shares Child Care Subsidy Program maximum reimbursement rate for the county. **Due to a 35% reduction of funds for 2006-2007, fewer clients will be served compared to 2004-2005.**

See Section 1.6.

Migrant Child Care

In 2004-2005 a contract was established with the United Migrant Opportunity Services, Inc. (UMOS) for the availability of Migrant Child Care throughout Wisconsin, with a total of 642 slots created. The goals of the Migrant Child Care contract are to:

- Provide quality child care by developing a comprehensive, bilingual/bicultural childhood program that includes transportation, health care, nutrition and age appropriate child development activities.
- Monitor and offer technical assistance to child care centers and licensed and certified providers on issues relating to child development, health and safety, and cultural sensitivity.
- Provide a positive learning environment that is sensitive to the cultural and other unique needs of migrant children, including bilingual considerations.
- Provide integrated educational opportunities in the core academic areas using a thematic approach, which is supported by hands-on activities that promote critical thinking for the 6-12 year olds program.
- Provide classroom conflict resolution curriculum that trains youth in effective communication skills and problem solving strategies.

Care provided through the Migrant Child Care contract was provided by 27 providers at 30 separate sites during a 13-week period. These funds enable UMOS to collaboratively provide quality educational and support services to eligible migrant children, which address their special needs and encourages their achievement. Specific child care services given to children receiving Migrant Child Care include three nutritious meals a day, education, school readiness, family literacy, special services for children with special needs, and transportation for children needing evening care. Approximately 35 percent of the children receiving Migrant Child Care services also receive Migrant Head Start and the services that accompany Head Start funding. Because UMOS provides both Migrant Head Start and Migrant Child Care, there are built-in opportunities for cooperative planning as well as prevention of service duplication. For 2005-2006 this contract will be reduced by \$347,000.

See Section 1.6.

☐ No

3.1.3 The Lead Agency must allow for in-home care but may limit its use. Does the Lead Agency limit the use of in-home care in any way?

☒ Yes, and the limits and the reasons for those limits are: (§§98.16(g)(2), 98.30(e)(1)(iv))

In-home child care that is provided in the child's own home may be approved for purchase by the county/tribe as necessary for one of the following circumstances:

- Three or more children are being cared for.
- Other licensed or certified care is not available within a reasonable geographic area.
- Child care is needed during hours when no other care is available, such as 2nd or 3rd shift hours, and weekend care.
- Special needs of a child that can only be met in his/her home.
- Temporary illness of the child or provider which prevents the child from attending the regular care provider. (The provider does not need to be regulated for this circumstance.)

The maximum length of time that care is authorized is six months. At that point the family must complete a review to determine if all child care eligibility requirements continue to be met. The reason for the need of in-home child care is reviewed at that point also, and can be approved again for up to another six months.

☐ No

3.1.4 Are all of the child care services described in 3.1.1 above (including certificates) offered throughout the State? (658E(a), §98.16(g)(3))

☒ Yes Note: All local W-2 agencies have the option to apply for contractual child care arrangements. Currently, 16 contracts are in place in Wisconsin.

☐ No, and the following are the localities (political subdivisions) and the services that are not offered:

3.2 Payment Rates for the Provision of Child Care

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish payment rates for child care services that ensure eligible children equal access to comparable care.

These rates are provided as Attachment 2.

The attached 2005 maximum child care payment rates were effective as of December 26, 2004. Payment rates can be viewed at:

<http://dwd.wisconsin.gov/dws/programs/childcare/wishares/pdf/2005rates.pdf>

The following is a summary of the facts relied on by the State to determine that the attached rates are sufficient to ensure equal access to comparable child care services provided to children whose parents are not eligible to receive child care assistance under the CCDF and other governmental programs. Include, at a minimum:

The month and year when the local market rate survey(s) was completed:
August 1 - September 30, 2004. (§98.43(b)(2))

- A copy of the Market Rate Survey instrument and a summary of the results of the survey are provided as Attachments 3 and 4.

How the payment rates are adequate to ensure equal access based on the results of the above noted local market rate survey (i.e., the relationship between the attached payment rates and the market rates observed in the survey): (§98.43(b))

- Reimbursement rates are based on annual surveys completed by all counties and tribes. Surveys are sent to all licensed facilities within each county/tribal geographic area requesting their individual private market child care prices. Separate surveys are sent for licensed group centers (serving nine or more children) and licensed family day care providers (serving four to eight children). Local agencies follow procedures and formats provided by the CCS for the completion of the rate survey.
- The rate data collected by the counties/tribes is sent to the CCS electronically in the form of an Excel spreadsheet. The spreadsheet has been formatted by the Child Care Section to list all providers by type of licensed care for each county/tribal geographic region.
- The Child Care Section calculates the rates at the 75th percentile from the rate data on the Excel spreadsheet. The Child Care Section can also track the provider response to the survey. The rates are calculated at the 75th percentile to ensure that 75 percent of the slots available within the geographic area, for each type of licensed care, can be purchased at or below the maximum rate established.
- Separate maximum reimbursement rates are established for four categories of regulated child care: Licensed Group, Licensed Family, Regularly Certified, and Provisionally Certified.
- Maximum reimbursement rates are established for four age groupings: birth to 2-year-olds, 2- through 3-year-olds, 4- through 5-year olds, and 6-year-olds and above.
- Maximum reimbursement rates for Level 1, Regularly Certified family child care providers are set at 75 percent of the Licensed Family maximum reimbursement rates. Level 2, Provisionally Certified family child care providers are set at 50 percent of the Licensed Family maximum reimbursement rates. These percentages are established by State Statute.
- Maximum reimbursement rates reflect the private child care market and the differential payment rates within the private market. Rates for unlicensed care are lower than rates for licensed care. Licensed Family child care requires 40 hours of training, completion of a building inspection, and compliance with extensive rules. Level 1, Regularly Certified family child care requires the completion of 15 hours of child care training. Level 2, Provisionally Certified family

child care does not require the completion of formalized training, but the provider does receive an informal orientation to health and safety standards. Both levels of certification require home visits to assure that basic health and safety standards are met. Sudden Infant Death Syndrome (SIDS) prevention training is mandatory for all certified providers. References and background checks are completed for both levels of certified providers.

- Child care facilities which meet higher standards of quality as accredited by national or state accrediting groups receive higher maximum payment rates, up to 10 percent above the county/tribal maximum in order to provide parents with access to the highest quality child care arrangements.
 - Maximum reimbursement rates for care provided in the child's own home for 15 or more hours per week are subject to minimum wage requirements.
 - Counties/tribes may establish rates above the maximum reimbursement rates for special needs children and sick child care on a case-by-case basis. The special needs rates are used when service to an individual special needs child or ill child will result in increased cost to the provider. Local agencies negotiate an appropriate beginning reimbursement rate with the provider which reflects a higher cost of care needed for the care arrangement due to providing extra services in order to care for the child. The provider must document the reason for the higher price of care, and what extra services are required.
- Additional facts that the Lead Agency relies on to determine that its payment rates ensure equal access include: (§98.43(d))

In Wisconsin, local agencies complete surveys of Licensed Group and Licensed Family child care providers on an annual basis. New maximum reimbursement rates are determined annually, and become effective at the beginning of the following year. Maximum weekly prices and part-time hourly rates are established for Licensed Group and Licensed Family child care. Hourly rates are established for Regularly Certified and Provisionally Certified child care.

- If the payment rates do not reflect individual rates for the full range of providers - center-based, group home, family and in-home care -- explain how the choice of the full range of providers is made available to parents.

In Wisconsin, maximum reimbursement rates reflect individual rates for the full range of providers.

Each county and tribe conducts an annual rate survey of licensed child care providers. Reimbursement rates are set to allow low-income families financial access to approximately three-quarters of all child care slots in each county. In 2004, the state required that only rates for providers who served at least 25%

private pay parents be included in the calculation of the reimbursement rate. Full participation by licensed providers in the rate survey is critical because the county reimbursement rate is designed to reflect the entire local market.

There is a growing concern that the private market has disappeared in some geographic areas of the state. These areas are the poorest areas of the state where most children in child care receive child care subsidy. The largest geographic area where this occurs is Milwaukee County.

At the request of Milwaukee County, the University of Wisconsin-Milwaukee Employment and Training Institute conducted an analysis of the annual child care survey of rates and Child Care Subsidy Program participation patterns. The analysis showed that licensed child care in Milwaukee County has increased steadily since 1996. The increased capacity in poorer neighborhoods took place in large part through the development of a new phenomenon – new, licensed providers serving only government subsidized participants and paid rates at the maximum allowable subsidy rate.

Half (52%) of the capacity of Licensed Group centers and 77% of the capacity of Licensed Family homes in Milwaukee County care only for children receiving the child care subsidy. Child care rates for programs in the poorest neighborhoods were compared to the rates charged by programs in working class neighborhoods. The rates reported in the poorest neighborhoods were the highest rates, in sharp contrast to the working class neighborhoods, where much lower rates were reported.

On the average, the maximum county rates statewide increase each year by approximately 5% or more. This increase is not reflective of inflation or any recognized economic factor.

Due to this concern, the Child Care Section is studying its rate-setting policies. One option being considered, which would be reviewed by the state Child Care Council or an equivalent advisory group, is setting rates by larger geographic regions that represent metro and rural. This approach will allow for larger sample sizes to set the 75 percentile. Currently, the maximum country rate is set in some counties based on fewer than 5 providers. Setting a regional rate will solve this issue.

Setting regional rates will also simplify Wisconsin's rate structure in preparation for implementing a Quality Rating System. Currently, Wisconsin has 1,152 rates. The number of rates would only increase with a tiered reimbursement system.

Policy Implications

Approximately 80 percent of regulated providers participate in the Subsidy Program, a higher percentage of participation than is found in most states. This indicates that Wisconsin's reimbursement policies and procedures reasonably

reflect the private market, recognize the important role of providers, and provide subsidized parents with a wide range of choices. As policymakers consider further automation of the subsidy system, current principles and policies can provide sound guidance.

Note: Wisconsin Administrative Rule (DWD 56.06) requires all counties/tribes to annually contact all licensed group and family day care programs in their county/tribal area to determine the child care prices they charge to the general community. The DWD Child Care Section recommends a response rate of at least 80 percent. Maximum rates must be set so that at least 75 percent of the slots in the county/tribal area may be purchased at or below the maximum rate. For the provider rates to be included in the survey, the licensed centers, both group centers and family day care, must have at least 25% of their capacity be private pay children.

- At what percentile of the current Market Rate Survey is the State rate ceiling set? If it varies across categories of care, please describe.

The maximum rates are set at the 75th percentile for licensed group centers and licensed family homes statewide.

- Does the State have a tiered reimbursement system (higher rates for child care centers and family child care homes that achieve one or more levels of quality beyond basic licensing requirements)?

☒ Yes. If yes, describe:

Wisconsin currently pays a higher rate to child care programs that demonstrate that they have met higher quality of care standards. For purposes of paying the higher rates, the higher quality of care standard is accreditation. For the higher rate to apply, the Licensed Group center must document accreditation by the National Association for the Education of Young Children. The Licensed Family home must be accredited by the National Association of Family Child Care or hold a Child Development Associate (CDA) credential for Family Day Care from the National Council for Early Childhood Professional Recognition. For the City of Madison (Dane County) only, the child care provider has a City of Madison accreditation. The provider is paid up to 10% more than the maximum county/tribal rate.

In May 2004 Governor Jim Doyle assembled the Quality Counts for Kids Task Force to recommend a model for a quality rating system and new tiered reimbursement system. **The legislature did not approve this model for implementation.**

☐ No

3.3 Eligibility Criteria for Child Care

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- 3.3.1 Complete column (a) and (b) in the matrix below. Complete Column (c) ONLY IF the Lead Agency is using income eligibility limits lower than 85% of the SMI).

			IF APPLICABLE	
Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	(c) Income Level, lower than 85% SMI, if used to limit eligibility	
			(d) \$/month	(e) % of SMI [Divide (d) by (a), multiply by 100]
1	2903	2468	1475	50.8
2	3796	3227	1978	52.1
3	4689	3986	2481	52.9
4	5582	4745	2983	53.4
5	6475	5504	3486	53.8

If the Lead Agency does not use the SMI from the most current year, indicate the year used:

DWD does not use the SMI to determine eligibility but instead uses a set percentage of the most recent Federal Poverty Level. The income levels in column (d) became effective March 25, 2005.

If applicable, the date on which the eligibility limits detailed in column (b) became or will become effective:

NOT APPLICABLE

- 3.3.2 How does the Lead Agency define “income” for the purposes of eligibility? Is any income deducted or excluded from total family income, for instance, work or medical expenses; child support paid to, or received from, other households; Supplemental Security Income (SSI) payments? Is the income of all family members included, or is the income of certain family members living in the household excluded? Please describe and/or include information as *Attachment 3*. (§§98.16(g)(5), 98.20(b))

Gross monthly income is counted when determining Wisconsin Shares child care eligibility. All earned and unearned income (such as Social Security, Supplemental Security Income, Veterans Benefits, etc.) that is available is counted when determining eligibility, except that child support is not counted and minor dependents’ earned income is not counted when determining eligibility.

- 3.3.3 Has the Lead Agency established additional eligibility conditions or priority rules, for example, income limits that vary in different parts of the State, special

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eligibility for families receiving TANF, or eligibility that differs for families that include a child with special needs? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

- ☒ Yes, and the additional eligibility criteria are: (Terms must be defined in Appendix 2)

When child care is requested for foster or court ordered kinship care children only, the income of the natural parents can be used to determine financial eligibility, and the foster or court ordered kinship care family income is not tested. When child care is requested for both the foster/kinship child and natural child(ren) in the same household for foster care or kinship care families, foster care and kinship care payments are excluded from their income eligibility test.

- ☐ No

- 3.3.4 Has the Lead Agency elected to waive, on a case-by-case basis, the fee and income eligibility requirements for cases in which children receive, or need to receive, protective services, as defined in Appendix 2? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

- ☐ Yes, and the additional eligibility criteria are: (Terms must be defined in Appendix 2)

- ☐ No

- ☒ Not applicable. CCDF-funded child care is not provided in cases in which children receive, or need to receive, protective services. Some county agencies, receiving grants through the “Community Child Care Initiatives Grants Program,” (See Section 1.5 for further information) may use their match or grant dollars to provide crisis/respite child care to children who receive or need to receive protective services. These agencies may waive fees and income eligibility tests for cases in which children receive or need to receive protective services.

- 3.3.5 Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are physically and/or mentally incapable of self-care? (Physical and mental incapacity must then be defined in Appendix 2.) (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

- ☒ Yes, and the upper age is through age 18, up to the 19th birthday.

- ☐ No

- 3.3.6 Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

- ☐ Yes, and the upper age is ____.

- ☒ No See Note indicated above in Section 3.3.4.

- 3.3.7 Does the State choose to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities? (§§98.20(a)(3)(ii), 98.16(f)(7))

☒ Yes. (**NOTE:** This means that for CCDF purposes the State considers these children to be in protective services.)
☐ No

See note indicated in Section 3.3.4

Local collaborative efforts (Community Child Care Initiatives Grants) within the community have allowed for child care funding (match as well as grant) to be available for crisis/respite child care when the collaborative effort has provided the needed match dollars to draw down available federal funding. Local efforts allow for the development of their own unique delivery of child care services to benefit families.

- 3.3.8 Does the State choose to provide child care to children in protective services? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

☒ Yes
☐ No

As a local option. See note indicated above in Section 3.3.7

3.4 Priorities for Serving Children and Families

- 3.4.1 Describe how the State prioritizes service for the following CCDF-eligible children: (a) children with special needs, (b) children in families with very low incomes, and (c) other. Terms must be defined in Appendix 2. (658E(c)(3)(B))

The following describes the priorities for serving CCDF-eligible children including how priority required by the statute is given to children of families with very low family income and children with special needs: (Terms must be defined in Appendix 2) (658E(c)(3)(B))

All eligible families who apply for Wisconsin Shares receive child care assistance. There are no waiting lists. In the event of limited funding the priority listing would be:

1. A participant of Temporary Assistance to Needy Families (TANF) is a participant in Wisconsin Works (W-2) employment programs which help individuals transition to work (income eligible at or below 115 percent of the Federal Poverty Level). This is the group Wisconsin has identified as children in families with very low income.
2. Eligible families in approved activities with children with special needs.
3. Teen parent attending high school.
4. Eligible families in approved activities with foster or kinship care children.

The Department cannot establish a waiting list for Child Care Subsidy without the approval of the Wisconsin State Legislature.

- 3.4.2 Describe how CCDF funds will be used to meet the needs of: (a) families receiving Temporary Assistance for Needy Families (TANF), (b) those attempting to transition off TANF through work activities, and (c) those at risk of becoming dependent on TANF. (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))

TANF families, families transitioning to unsubsidized work, teen parents attending high school and low-income working families are all families in eligible activities for the determination of eligibility for child care services and can receive the Child Care Subsidy. Any person who enters a W-2 (Wisconsin Works) Agency or a Job Center, including all TANF applicants and participants, will be assessed and referred for child care services if child care is needed to support employment and self-sufficiency. If the person is eligible for child care assistance, authorization for child care payment will be made. All families eligible for a Child Care Subsidy can also receive information and consultation from CCR&R agencies on how to find and select quality child care.

DWD has the authority to change co-payments administratively (up to a 10 percent increase) to account for the following factors: (a) child care price changes; (b) the amount of available child care funding; (c) inflation; (d) changes in the federal poverty level; and (e) other economic factors that affect the cost of care, such as change in demand and when funding is insufficient to meet all needs of all eligible families applying for Child Care Subsidy. Further information on this is available in DWD 56.08.

DWD charges lower co-payment amounts for the following families:

- Families receiving TANF (W-2) are assessed the regular co-pay. Their income is usually the amount of the W-2 cash benefit amount which is an amount that requires the lowest co-payment.
- Families attempting to transition off W-2 and into unsubsidized employment are assessed the minimum co-payment for the first five weeks that they work.

- 3.4.3 Does the Lead Agency maintain a waiting list?

- ☐ Yes. If yes, for what populations? Is the waiting list maintained at the State level? Are certain populations given priority for services, and if so, which populations? What methods are employed to keep the list current?
- ☒ No. If no, does the Lead Agency serve all eligible families that apply?
- ☒ Yes
- ☐ No

Are there other ways that the Lead Agency addresses situations in which funding is not sufficient to serve all families that are technically eligible under State policies? If so, describe.

In Wisconsin, all families that are determined eligible for Wisconsin Shares Child Care Subsidy are served. There are no waiting lists at this time. See Section 3.4.1. and 3.4.2. for further information.

3.5 Sliding Fee Scale for Child Care Services

- 3.5.1 A sliding fee scale, which is used to determine each family's contribution to the cost of child care, must vary based on income and the size of the family. A copy of this sliding fee scale for child care services and an explanation of how it works is provided as Attachment 5.

The attached 2005 Child Care Co-Pay Schedule/fee scale is effective as of March 2005. See:

<http://dwd.wisconsin.gov/dws/programs/childcare/wishares/pdf/2005fpl.pdf>

Will the Lead Agency use additional factors to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

- ☒ Yes, and the following describes any additional factors that will be used to determine a family's contribution including but not limited to, a maximum amount (family cap), number of children in care, cost of care, and/or whether care is full or part-time.
- ☐ No

The factors which affect the individual family child care co-payment responsibility are:

1. Gross monthly income.
2. Family group size.
3. Number of children receiving child care assistance.
4. Type of child care provider chosen (licensed or certified).
5. Number of hours of care authorized per week (less than 20 hours = part time co-pay - 50 percent of regular co-payment level).

In addition to the above factors, the eligible activity may affect the co-payment amount:

1. Minor Learnfare teen-parent attending high school or its equivalent = \$0 co-pay.
2. Food Stamp Employment and Training Program = \$0 co-pay.
3. Foster and court ordered kinship care families = \$0 co-pay.
4. Non court ordered kinship care families = lowest co-payment level.
5. Teen parent (both adult and minor) in approved activity = lowest co-payment level.

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6. Parents that have left a W-2 employment position to become engaged in unsubsidized employment = lowest co-payment level for the first month of unsubsidized employment.

3.5.2 Is the sliding fee scale provided in the attachment in response to question 3.5.1 used in all parts of the State? (658E(c)(3)(B))

☒

Yes

☐

No, and other scale(s) and their effective date(s) are provided as Attachment ____.

3.5.3 The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size, (§98.42(c)), and the poverty level used by the Lead Agency for a family of 3 is: \$1,341.

The Lead Agency must elect ONE of these options:

☐

ALL families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.

☐

ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.

☒

SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The following describes these families:

Families who are eligible for Food Stamp Employment and Training Child Care and Learnfare Child Care are not responsible for a co-payment.

Families who request child care for foster children and court ordered kinship care children are not responsible for a co-payment.

Note: See 3.5.1 above for further information.

3.5.4 Does the Lead Agency have a policy that prohibits a child care provider from charging families any unsubsidized portion of the provider's normal fees (in addition to the contributions discussed in 3.5.1)? (§98.43(b)(3))

☐

Yes. Please describe:

☒

No.

3.5.5 The following is an explanation of how the co-payments required by the Lead Agency's sliding fee scale(s) are affordable: (§98.43(b)(3))

Currently, the maximum that a family is responsible for will not exceed 12% of the family's gross monthly income as calculated on a sliding fee schedule.

Family co-payment responsibility is based on five (5) factors:

1. Family group size
2. Gross monthly income.
3. Number of children receiving authorized child care services.

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4. Type of provider chosen (licensed or certified)
5. Number of hours of care authorized (less than 20 hours per week Co-pay -- 50% of regular co-payment level).

Most families pay less than 12% of the family's gross monthly income. February 2005 data indicates that 83% of families receiving Wisconsin Shares child care subsidy have co-payment responsibility of less than 10% of the family's gross monthly income.

PART 4

PROCESSES WITH PARENTS

4.1 Application Process

4.1.1 The following describes the process for a family to apply for and receive child care services (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a) through (e)). If the process varies for families based on eligibility category, for instance, TANF versus non-TANF, please describe. The description should include:

- How parents are informed of the availability of child care services and about child care options
- Where/how applications are made
- Who makes the eligibility determination
- How parents who receive TANF benefits are informed about the exception to individual penalties as described in 4.4
- Length of eligibility period including variations that relate to the services provided, e.g., through collaborations with Head Start or pre-kindergarten programs
- Any steps the State has taken to reduce barriers to initial and continuing eligibility for child care subsidies

Parents who need child care in order to become employed or remain employed are informed about the availability of child care services by the W-2 agency and the county/tribal agency and through written brochures including the Wisconsin Shares campaign brochures. Information on the Wisconsin Shares Child Care Subsidy Program is also available at the Department of Workforce Development website: <http://dwd.wisconsin.gov/dws/programs/childcare/programs.htm>.

Information about available child care options is given to parents through multiple avenues, including the W-2 agency worker, the county/tribal agency worker, the local agency certifier and the local CCR&R agency staff person. See Section 1.5 Child Care Resource and Referral Contracts for more information.

Application for child care assistance is made through the Wisconsin Works (W-2) agency.

Each county is served by a W-2 agency. Usually, a member of a Tribe would seek services from the closest W-2 agency or the Tribal TANF agency, but also can choose W-2 services in another part of the State. Applications are completed through an interactive interview. The parent receives a listing of information for which they must provide verification in order to have eligibility determined.

Verification of items include: household composition, earned and unearned income, and employment information. Self-employed persons must verify net income for eligibility determination.

The W-2 agency worker is responsible for determining and confirming eligibility in the statewide automated system, CARES. The county/tribal agency is responsible for the authorization process and the payment process. In some areas of the state, subcontracting of specific job functions may be completed, but the W-2 agency retains responsibility for assuring accuracy in eligibility determination and the county/tribe retains responsibility for assuring the accuracy of authorizations and attendance recording.

A single parent placed in a W-2 (TANF-related) position cannot be assigned work activities during a period of time s/he is unable to obtain child care. However, the participant may be assigned to other activities that may be performed in the home. The W-2 agency staff person must discuss child care with each participant at the time of the initial assessment and during the review of the W-2 Participation Agreement. The inability to obtain child care must be based on the following reasons:

1. Formal child care is not available within a reasonable distance from the parent's home or work site.
2. Informal child care by a relative or under other arrangements is unavailable or unsuitable. A W-2 participant cannot be required to use informal child care.

W-2 participants sign an agreement that informs them of the child care non-availability policy.

Child care eligibility is for a six-month period of time. A review is required at the end of each six-month period to determine continuing eligibility. If a family has a change in circumstance of the household, this information must be reported within ten days to the agency worker. Change in circumstance includes: earned or unearned income change, change in employment, change in hours of employment, someone moving into or out of the household, and any address change. The parent must report a change in child care provider immediately and initiate the appropriate authorization changes.

The Child Care Section is working to implement a new process that would require a face-to-face review every 12 months with a mandatory mail-in change report required every six months. If the six-month mail-in change report is not completed, the case will be closed. Authorizations will only be allowed for the first six months of the 12-month eligibility period. An authorization can then be entered for the second six months of the eligibility period once the mail-in change report process has been completed. This will benefit the working parents, who will have to take less time off of work in order to have their eligibility re-confirmed, while still providing a check-in to ensure that eligibility continues.

- 4.1.2 The following is a detailed description of how the State ensures that parents are informed about their ability to choose from among family and group home care, center-based care and in-home care including faith-based providers in each of these categories.

Parents are informed at the time of their application for child care subsidy (which is a face-to-face appointment), that if they are found eligible, they can select any licensed or certified child care provider, including one that is faith-based, or a child care program run by a public school board. Many times the parent has chosen a child care provider prior to the determination of eligibility for child care authorization.

The parent can also receive information on how to contact the CCR&R agency for assistance in selecting a child care provider. This agency can help the parent locate a regulated child care provider, including one that is a family provider , group center, in-home, and/or faith-based. In addition the CCR&R can provide the parent with information on what to look for in a child care program. Many local W-2 agencies have CCR&R materials available to help parents choose child care, and some agencies have CCR&R staff on-site. All Wisconsin CCR&Rs use the NACCRRAware data base system, which allows child care programs to be coded, as having a religious philosophy or curriculum. Approximately 6.5 % of all child care programs in Wisconsin are faith-based.

Once a regulated provider is chosen, an authorization can be created. Families can have eligibility determined prior to choosing a child care provider. But an authorization for care cannot occur until the regulated provider is chosen. A parent can select a friend, neighbor or relative as a child care provider, if that individual is willing to become certified as meeting basic health and safety standards required during the certification process. If the provider is not yet regulated, but wants to become certified, the local child care administrative agency can begin the certification application process. See Section 1.5 for more information on CCR&R agencies.

4.2 Records of Parental Complaints

The following is a detailed description of how the State maintains a record of substantiated parental complaints and how it makes the information regarding such parental complaints available to the public on request. (658E(c)(2)(C), §98.32)

Licensed Care

Substantiated parent complaints about licensed child care providers are documented in individual licensed provider files at the regional office of the Bureau of Regulation and Licensing, within the Department of Health and Family Services. Upon request, these files are open to the public who may review them at the regional office or by phone.

Complaints can be received via phone, letter, e-mail or face-to-face. Each complaint is investigated and one of three findings is made:

1. Complaint is Substantiated – violation of the licensing rule is cited and a plan of correction is required.
2. Allegation is Unfounded –no violation of the licensing rule is found.
3. Allegation Unable to be Substantiated – the licensing specialist could not determine whether a violation has occurred.

The complainant can indicate at the time the complaint is filed that they wish to receive the findings of the complaint. This information is shared at the conclusion of the investigation. Complaint histories are shared with the public when this information is requested.

Certified Care

Substantiated parental complaints about certified child care providers are documented in individual certified provider files at the county/tribal agency. Upon request, these files are open to the public who may review them at the local agency or by phone. Provider records are considered public records. This includes complaint information (both the complaint and the investigation), criminal history (except for juvenile records), and any other background information (with the exception of AODA and mental health issues and the details of abuse and neglect investigations and finding). Individuals, providers, parents, reporters or others can request to view the provider case file.

4.3 Unlimited Access to Children in Child Care Settings

The following is a detailed description of the procedures in effect in the State for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds. (658E(c)(2)(B), §98.31))

Licensed Care

Wisconsin requires licensed child care providers by rule to permit parents to visit and observe the child care program at any time during the facility's hours of operation, unless access is prohibited or restricted by court order.

Certified Care

Wisconsin requires certified family child care providers by rule to allow parents to visit and observe the child care home during any hours that care is being provided. Providers sign a set of standards that include this rule.

4.4 Criteria or Definitions Applied by TANF Agency to Determine Inability to Obtain Child Care

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care:

Note: The TANF agency, not the Child Care Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record. The TANF agency that established these criteria or definitions is: Wisconsin Department of Workforce Development.

- "appropriate child care":

May be a formal or informal child care arrangement. In order for a W-2 agency to grant an exception to the work participation requirements, the participant must demonstrate that:

Formal child care is not available within a reasonable distance from the parent's home or work site. "Formal child care means at least one licensed or certified child care facility with space available for the child for which there is no documentation that the facility would be harmful to the health or safety of the child. This includes a W-2 agency with certified or licensed child care."

and

Informal child care by a relative or under other arrangements is unavailable or unsuitable. "Informal child care is defined as an arrangement in which the child care provider is neither licensed or certified. Participants who use this type of arrangement are not eligible for W-2 child care assistance. Informal child care may be used by any W-2 participant; however, a participant cannot be required to use informal child care."

- "reasonable distance":

According to the W-2 manual, reasonable distance means no more than 60 minutes travel time one-way, using available transportation, from the parent's home to the child care provider's location to the parent's work site. Travel time may be extended up to 90 minutes one-way if there is a good placement opportunity for the participant AND the participant is willing to enter into this arrangement.

- "unsuitability of informal child care":

Because a W-2 participant cannot be required to use informal child care, unsuitability is to be determined by the participant.

- "affordable child care arrangements":

Wisconsin has made licensed care affordable to low-income parents through the Wisconsin Shares Child Care subsidy program. A W-2 participant who has formal (i.e., licensed or certified) care available within a reasonable distance (as defined in policy) is deemed to have access to affordable child care arrangements.

PART 5

ACTIVITIES & SERVICES TO IMPROVE THE QUALITY AND AVAILABILITY OF CHILD CARE

5.1 Quality Earmarks and Set-Asides

- 5.1.1 The Child Care and Development Fund provides earmarks for infant and toddler care and school-age care and resource and referral services as well as the special earmark for quality activities. The following describes the activities; identifies the entities providing the activities; and describes the expected results of the activities. For the infant and toddler earmark, the State must note in its description of the activities what is the maximum age of a child who may be served with such earmarked funds.

Infants and Toddlers

Wisconsin developed the Infant Toddler Credential specifically to provide for appropriate and effective training for infant-toddler caregivers. For purposes of the earmark, the ages of the children to be served begin at birth and continue through age three (meaning up to the fourth birthday.) Specific credit-based course work (12 credits) includes: “Infants, Toddlers, and Caregivers,” “Group Care,” and “Programs, Families, and Society.” Following the completion of the first three courses, students engage in their own “Capstone Experience” and are responsible for gathering materials from the first three classes to develop their own personal Infant Toddler Portfolio. Upon completion of all 12 credits of coursework, students request to have their Portfolio reviewed by The Registry Credential Commission. Once approved by the Commission, the student is eligible to receive the Infant Toddler Credential. Since the implementation of the Infant Toddler Credential in 1999, Wisconsin has awarded credentials to 489 early care and education teachers and providers.

Scholarships for credit-based training, as required for this credential, are available through the Wisconsin Early Childhood Association (WECA). The Department contracts with WECA to administer the T.E.A.C.H. Early Childhood® Wisconsin Scholarship and R.E.W.A.R.D.™ Stipend Programs. This scholarship and bonus initiative assists teachers, directors, administrators and family child care providers in receiving credit-based training in early care and education. The scholarship program provides tuition assistance, supplemental travel stipends and payments for release time to scholarship recipients. Additionally, this program provides increased compensation to teachers and providers as contracted educational components are completed. Participants in the scholarship program commit to remaining in the child care setting in which they are currently working for a set period of time following the completion of specific contracted educational requirements. Wisconsin envisioned that, as coursework was developed and offered to teachers, the quality of care would be raised. Data now shows support for this effort by indicating a lower teacher turnover rate in Wisconsin child care programs for scholarship recipients since 1999 (14.5%) as compared to the child

care teacher turnover rate as a whole in Wisconsin (40%). National research findings clearly demonstrate that better education and consistent care providers result in higher quality care. For further information about the Wisconsin Early Childhood Association see Section 1.5.

Mentor Teacher Program: Although the Wisconsin Mentor Teacher Program is no longer an individually funded initiative, T.E.A.C.H. scholarships continue to be available to support those individuals who are interested in accessing Mentor Program coursework through the Technical College System. Wisconsin has developed a five-credit Mentor Program curriculum. The goal of the curriculum is to build one-on-one support for new teachers and provide professional enhancement to master teachers, encouraging retention of both. Mentoring allows for experienced early care and education providers to be paired with new child care workers (protégés) to share educational experiences and on the job experiences. CCR&R staff, along with other training and technical assistance providers and child care advocacy organizations, continue to encourage credit-based instruction for the early care and education workforce. This includes accessing mentor training wherever available. The strong components developed in the Wisconsin Mentor Teacher Program remain a cornerstone for professional development. These components

- establish communication and collaborative efforts with the technical college/university system to provide for delivery of the early childhood credit-based instruction, including mentoring curriculum,
- support the liaison role so that the mentor/protégé can access scholarship opportunities through the T.E.A.C.H. Scholarship Program, and
- help sustain the relationship of the mentor and protégé pair.

For information about CCR&R Services, see Section 1.5 Child Care Resource and Referral Contract.

School-age Child Care

The Department has developed School Age Certification Rules: Chapter DWD 55 Day Care Certification, 55.09 Standards for School Age Programs.

Through the Wisconsin Child Care Information Center (CCIC), a wealth of materials are available to providers of school-age programs and other child care professionals. CCIC's collection includes articles, books, magazines and videos on a variety of school age topics. For further information about CCIC, see Section 1.5 Wisconsin Child Care Information Center Contract.

CCR&R agencies throughout Wisconsin recruit school-age child care providers, provide training and technical assistance to them, and connect them to school-age materials and resources. See Section 1.5 for additional information on Child Care Resource and Referral Contracts.

T.E.A.C.H. Early Childhood® Wisconsin scholarships are available to school-age care providers who are interested in credit-based education in their specific educational field. R.E.W.A.R.D.™ Wisconsin stipends are available to school-age care providers who meet the set eligibility criteria as established. A contract between the Department and the Wisconsin Early Childhood Association, for the administration of the scholarship and bonus initiatives, brings these programs to the child care community. For further information see Section 1.5, Contract with the Wisconsin Early Childhood Association.

Child Care Resource and Referral Services

Sixteen Child Care Resource and Referral Agencies work with parents, child care providers, and the local communities. In addition, they do training, administration of special projects, and data collection. Their work is supported by the statewide Wisconsin Child Care Resource and Referral Network.

Parent Role: Connecting families with child care services is a primary goal of CCR&Rs. Currently, the CCR&R agencies assist parents in locating child care programs that meet the needs of their families by providing information, consultation, and materials about choosing high quality child care.

Provider and Community Roles: CCR&R agencies provide marketing information, referral to potential funding sources, and technical assistance to existing and potential child care providers and employers in the service delivery area. CCR&R agencies respond to community need by building the supply of child care. CCR&R agencies work cooperatively with the WCCR&R Network, Wisconsin Child Care Improvement Project, Wisconsin Child Care Information Center, Wisconsin Early Childhood Association, county/tribal/W-2 agencies, local Job Centers, local institutions of higher education, human service professionals and other community leaders to provide CCR&R services throughout the CCR&R service delivery area.

CCR&R agencies continue to develop and implement inclusive child care efforts within the child care community and to promote the development of quality child care services to meet the needs of all parents.

CCR&R agencies also work with community employers to assist them with their employee needs. CCR&R agencies offer a range of services including consultation with parents, employee needs assessment, child care market analysis and enhanced referral services for employees.

Training: CCR&Rs provide training to local child care providers and collaborate with area educators to create additional resources for providers. Training is given on a wide range of subjects including health and safety, improvement of child care environments, business planning, first aid, Sudden Infant Death Syndrome, cultural diversity, and other subjects. In 2004 there were 937 training events, which were attended by more than 16,600 child care professionals.

In the recent past, CCR&R agencies were responsible for developing and administering the child care mentoring program in their service delivery area. Through collaborative efforts with technical schools, colleges and universities, and the Wisconsin Early Childhood Association, the CCR&Rs were instrumental in developing the pairing of the mentor and the protégé. This further enhanced the educational development of the protégé through a combination of credit-based training and cooperative learning.

Additionally, CCR&Rs provide information on training opportunities and resources available to child care providers, including scholarship and mentoring opportunities available through the T.E.A.C.H. Scholarship Program. CCR&R agencies encourage open communication with providers and parents in their delivery area.

WCCR&R Network: CCR&Rs are enhanced and supported by WCCR&R Network activities. These activities include:

- Supplying ongoing professional development opportunities and technical assistance to CCR&R directors and staff.
- Hosting an annual conference featuring speakers on numerous topics of interest to CCR&R staff and directors.
- Representing CCR&R agencies on a wide range of statewide early education and care committees and organizations, and providing key statewide data from CCR&Rs to these committees and organizations.
- Supporting a toll free number that provides access to CCR&R agencies statewide.
- Developing common statewide materials to standardize information about CCR&Rs including the data report, brochures, information for employers and a statewide public information campaign led by the Milwaukee CCR&R.
- Coordinating the Tribal Child Care Training and Technical Assistance grant, with the purpose of building partnerships with tribal child care and Head Start programs. The grant pays for a consultant to do training, technical assistance and information sharing.
- In the recent past, coordinating the CCR&R mentor program through communication, information sharing, and building of mentor programs across the state.

Data Collection: CCR&R agencies collect data on parents calling for referrals and consultations and from the number of child care programs in a service delivery

area. WCCR&R Network collects this information annually and uses the data to provide a critical statewide overview of the child care statistics, including information on the number of providers serving infants, toddlers, preschoolers, and school-age children and hours of provider availability. This information is published in the annual WCCR&R Network Data Report. Also, CCR&Rs provide information about newly regulated providers in their Quarterly Reports to the CCS.

Quality Indicators Rating System: WCCR&R Network and the 16 CCR&R agencies did some initial work on the development of a Quality Indicators Rating System for all regulated child care programs, which **was planned as** a statewide initiative of the DWD Child Care Section **but not funded by the legislature**. One of the CCR&Rs piloted this on a limited basis using two indicators: accreditation and absence of licensing enforcement actions. The Network is also receiving support from the DWD Data Sharing Project.

Additionally, the WCCR&R Network has worked with the University of Wisconsin-Extension (UWE) on the Wisconsin Child Care Research Partnership (WCCRP) to provide CCR&R data and CCR&R research assistance. The WCCR&R Network coordinates with the UWE and the Child Care Section in the Data Sharing Project. See Attachment 6 for a listing of WCCR&R Network and CCR&R Network Members. Further information about the WCCR&R Network is available at: <http://www.wisconsincerr.org>.

- 5.1.2 The law requires that not less than 4% of the CCDF be set aside for quality activities. (658E(c)(3)(B), 658G, §§98.13(a), 98.16(h), 98.51) The Lead Agency estimates that the following amount and percentage will be used for the quality activities (not including earmarked funds): \$9,003,500 (**8.99 %--needs review**)
- 5.1.3 Check either "Yes" or "No" for each activity listed to indicate the activities the Lead Agency will undertake to improve the availability and quality of child care (include activities funded through the 4% quality set-aside as well as the special earmark for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h))

	Yes	No
• Comprehensive consumer education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Grants or loans to providers to assist in meeting State and local standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Monitoring compliance with licensing and regulatory requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Professional development, including training, education,	<input checked="" type="checkbox"/>	<input type="checkbox"/>

STATE PLAN FOR WISCONSIN
CHILD CARE & DEVELOPMENT FUND SERVICES
FOR THE PERIOD 10/1/05 – 9/30/07

and technical assistance

- Improving salaries and other compensation for child care providers ☒ ☐
- Activities in support of early language, literacy, pre-reading, and early math concepts development ☒ ☐
- Activities to promote inclusive child care ☒ ☐
- Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children ☒ ☐
- Other quality activities that increase parental choice, and improve the quality and availability of child care. (§98.51(a)(1) and (2)) ☒ ☐

5.1.4 Describe each activity that is checked "Yes" above, identify the entity providing the activity, and describe the expected results of the activity.

1. **Comprehensive Consumer Education:**

Child Care Resource and Referral (CCR&R) Agencies

CCR&R agencies provide comprehensive consumer education throughout the state. CCR&Rs respond to requests for information from parents, providers and the public and publish a variety of informational materials about child care needs and resources. The CCR&Rs have worked collaboratively with other state, local and private agencies to develop a public awareness education campaign, "Think Big. Start Small. Invest Early in a Child's Future." This statewide public awareness campaign includes products targeted at parent involvement in child care, professional development of the caregivers, and business involvement in early education and care. The WCCR&R Network, CCR&R agencies, DWD, DHFS, DPI, WECA, Wisconsin Head Start Collaboration Project, and the Wisconsin Child Care Improvement Project (WCCIP) and other key partners launched this campaign in 2001. By working together across systems at the state, county, and local level, Wisconsin continues to build on a strong base of programs for young children and ensures that all children have opportunities to participate in quality programs leading to success in school and life. See Section 1.5, Child Care Resource and Referrals Contracts and Section 2.3, "Think Big. Start Small. Invest Early in a Child's Future" for further information. Several local government jurisdictions are supporting this effort with their CCCIG funds.

Child Care Information Center (CCIC)

The Child Care Information Center (CCIC) also provides information on consumer education and prints and distributes the state child care brochures. Topics include appropriate choices for child care, information on choosing high quality child care, information on safety in the child care setting, and subsidy information describing the Wisconsin Shares program. See Section 1.5, Wisconsin Child Care Information Center.

2. Grants or Loans to Providers to Assist in Meeting State and Local Standards:

The CCS awards locally matched CCDF funding called “Community Child Care Initiatives Grants” (CCCIG) to local areas. These grants may be used for start-up or to expand current programs, and many are used to increase access to inclusive child care. See Section 1.5 Contract with Community Child Care Initiatives Grantees.

3. Monitoring Compliance with Licensing and Regulatory Requirements:

Wisconsin uses CCDF funds to increase the number of state licensing staff, in order to ensure effective monitoring and enforcement of licensing regulations. The state also uses CCDF monies to fund home visits to certified child care providers to promote safety in the child care setting.

4. Professional Development, including Training, Education, and Technical Assistance:

Wisconsin uses CCDF funds for many training, education and technical assistance activities. The Child Care Section has been conducting several meetings and work groups to clarify the current and possible roles and relationships of agencies that enhance child care provider and program quality. These meetings will continue to examine the current training and technical assistance system funded and coordinated by the department to determine strategies and approaches to address and support the implementation of future early childhood initiatives.

T.E.A.C.H. Early Childhood® Wisconsin

The Wisconsin Early Childhood Association (WECA) coordinates the T.E.A.C.H. Early Childhood® Wisconsin Scholarship Program for professional development. WECA awards scholarships to eligible teachers, directors, administrators and child care providers who access credit-based early childhood education.

T.E.A.C.H. (Teacher Education and Compensation Helps) promotes professional development within the child care workforce. It is a scholarship program of national scope; Wisconsin is currently among 22 states with similar programs. T.E.A.C.H., working in partnership with scholarship recipients and sponsoring

programs, is making a difference for a child's teacher. T.E.A.C.H. is built on four primary principles:

Scholarship: T.E.A.C.H. offers financial support to pay most of the costs of tuition, books, travel and, in some cases, release time while a student attends class or studies.

Education: A scholarship recipient completes a required number of credits and hours in coursework specific to the field of child development (this number is determined by the scholarship model chosen, with guidance from a scholarship counselor).

Compensation: A scholarship recipient earns a bonus and/or raise after successfully completing a scholarship contract. The sponsoring program and T.E.A.C.H. both contribute to this wage incentive.

Commitment: A scholarship recipient agrees to remain in the sponsoring child care program or child care field for six months to two years following completion of a contract, depending on the scholarship model.

T.E.A.C.H. scholarships were first awarded in the fall of 1999. Since that time, over 3,650 scholarships have been awarded to 2,486 recipients from all 72 of Wisconsin counties.

- 16 technical colleges, 11 University of Wisconsin campuses, and 7 private colleges/universities enroll T.E.A.C.H. scholarship recipients.
- 588 scholarship recipients have completed the Administrators Credential or the Infant/Toddler Credential.
- 53 recipients have completed an Associate Degree in Early Childhood.
- 4 recipients have completed a Bachelors Degree in Early Childhood.
- In a state which loses approximately 40% of its early childhood workforce annually, the turnover rate for T.E.A.C.H. scholarship recipients since August 1999 is 14.5%.
- Over 47,500 Wisconsin children have been served by T.E.A.C.H. Scholarship recipients.

Scholarship counselors at WECA provide T.E.A.C.H. scholarship recipients with a direct resource for locating further information on early childhood credit-based course availability. Additional service provided by scholarship counselors includes: information on application completion and eligibility requirements, scholarship component requirements, and assistance in accessing credit-based coursework in areas where such coursework is scarce. Scholarship counselors provide the communication necessary to link students with available coursework.

WECA has worked hard to establish positive relationships with each of the technical school districts, private colleges and university campuses. These linkages promote clarity within the administration of these programs.

WECA has developed a wealth of information and materials about the scholarship and retention programs. This includes application materials, documentation of services offered, and collection and summary of data about scholarship and

stipend recipients. WECA has succeeded in enhancing and promoting communication and collaboration among the technical schools, colleges, and universities to promote its scholarship opportunities, and has collaborated with other organizations to further the professionalism of the child care field. WECA staff has been present on-site at technical schools, colleges and universities to give clear and complete information on scholarship availability, and student and program requirements.

WECA has also established strong communication with The Registry to assure that R.E.W.A.R.D. stipend applicants can access complete Registry Certificates in a timely manner. Scholarship administration is dependent upon a strong working relationship between WECA and The Registry as many scholarship recipients are completing credential coursework.

There is a direct link between child care teacher education and quality of child care provided. Research shows conclusively that teachers of young children provide more sensitive and appropriate care if they:

- complete more years of formal education,
- receive early childhood training at the college level,
- earn higher wages and benefits, and
- work in programs devoting a higher percentage of the operating budget to teaching personnel.

In addition, high turnover of staff (most often the result of low wages) has been shown to negatively affect children's learning and development.

- While other initiatives may have a "training" component, T.E.A.C.H. is the only program providing credit-based education. This is an essential component for achieving the professional status and enhancement of the public perception concerning the value of early education. In the first five years of operation, over 32,500 credits were completed by scholarship recipients in Wisconsin.
- The average grade point of T.E.A.C.H. scholarship recipients is 3.69.

Children from low-income families are benefiting from the T.E.A.C.H. and R.E.W.A.R.D. programs. To date, 80 percent of scholarship recipients work in programs that serve at least one child receiving Wisconsin Shares child care subsidy dollars.

The Wisconsin Child Care Information Center (CCIC)

The CCIC is a child care and education information clearinghouse for providers and other child care professionals. It was established by the Child Care Section in 1984 as a permanent child care training resource and as a hub for Wisconsin child

care information. CCIC loans books, periodicals, articles audiocassettes and videotapes, CD ROMs, to child care facilities and copies and mails articles on request to child care providers, teachers, directors and administrators, parents, trainers, and policymakers. Their materials pertain to care of children from birth through school-age and their families. Its collection is both multicultural and disability sensitive. The CCIC service was designed with providers in mind so that they could easily receive the help they need without having to take time away from their child care responsibilities.

The CCIC lending library is accessible to Wisconsin child care providers to use through its toll-free 800 number. In response to provider needs, CCIC will mail materials to child care programs wherever they are located. Callers can also receive information and referral regarding their specific child care questions and some consultation.

CCIC publishes and distributes a quarterly newsletter to over 10,000 child care readers. The newsletter details new state initiatives, new research, training opportunities, and listings of child care resources available on specific topics.

In addition to the newsletter, CCIC communicates information about its service through its web site (<http://www.dpi.state.wi.us/ccic>) and contributes information to T-Net. T-Net is a statewide professional web calendar and training clearinghouse for anyone in the field of child care and education in Wisconsin. From the T-Net website, events and training may be sorted according to area of the state, date, topic, sponsor, or presenter. The service is free. Agencies offering training are asked to register as sponsors and post their events directly on this interactive site. T-Net is a collaborative effort of CCIC and The Registry, Wisconsin's Recognition System for the Childhood Care and Education Profession. T-Net can be accessed at: <http://www.t-net.org>

Benefits of CCIC: Besides serving child care providers statewide, including those in rural areas with fewer resources, four state agencies also depend on CCIC's service:

- DWD depends on CCIC for printing and distributing numerous child care brochures and other materials, including the state brochure on Wisconsin Shares Child Care Subsidy Program. CCIC also disperses information about the Wisconsin Model Early Learning Standards.
- DHFS depends on CCIC to support its pre-licensing and re-licensing roles by sending materials to potential licensees as well as existing providers who need program assistance. Licensed providers can meet five hours of their continuing education requirements through the use of CCIC materials. As a result of a recent DHFS licensing rule revisions, there is currently a heavy demand on CCIC to supply providers with information on early learning standards information, planning appropriate programs for children, and guiding children's behavior.

- Wisconsin Technical College System (WTCS) and local technical college campuses use CCIC's videotape collection extensively in teaching their child care courses. The technical college bookstores purchase two child care publications needed for their courses from CCIC.
- DPI/local school districts can request information about four-year-old kindergarten and *Wisconsin Model Early Learning Standards* as well as borrow books and tapes for early childhood teacher training and mentoring.

Many materials would not be available to child care providers without CCIC. Because its child care collection is specialized, only about a third of its books are estimated to be owned by other Wisconsin libraries. Some of the Wisconsin library holdings would be accessible to child care providers using interlibrary loan services through a local public library. However, if requested through interlibrary loan, materials would not be sent directly to child care centers but to the nearest public libraries. Child care center staff would have to find time to go to the library to pick up and return materials. In some parts of the state, the closest library could be 50-60 miles away. Also, many academic libraries charge for interlibrary loan. Child care providers and students in early childhood programs might have to pay this loan costs.

A unique service that CCIC makes available to providers is a toll-free number. This enables CCIC staff to discuss and recommend materials to providers on a variety of child care topics. Many of these materials are otherwise unknown to the providers, so they would not be asking for them on their own. In addition, CCIC promotes its resources through its CCIC Newsletter and the Audiovisual Resources catalog. Also, CCIC sends out many items that are not from the collection (the brochures, newsletter articles, reports from local and national organizations, etc.) Many of these items would not be routinely distributed without CCIC. In response to requests of high demand, CCIC has multiple copies of written materials and certain videos. Besides availability issues for the local provider, affordability is also a concern. Many providers could not afford to purchase these materials on their own.

Wisconsin Child Care Improvement Project (WCCIP) is a private, non-profit agency that provides technical assistance and training to child care centers and family child care homes that are pursuing accreditation and other quality improvement efforts.

The Registry is the Wisconsin's Recognition System for the Childhood Care and Education Profession. It is a tracking system that documents early childhood education and child care teacher experience. The Registry also maintains T-Net and completes the commission portfolio review process for the Infant Toddler and Administrator's Credentials as mentioned in Section 5.1.1.

The Wisconsin Child Care Resource and Referral (WCCR&R) Network

CCR&R Network member agencies provide significant levels of training and technical assistance including business start-up, entry level training, and advanced level training. Their services support development of a high quality system.

Regional Community Collaboration Coaches

Wisconsin uses CCDF funds in collaboration with other state agencies' funding, including the Department of Public Instruction IDEA grant dollars and Wisconsin Head Start Collaboration funds. This collaborative pool of funding has been used to support six Regional Community Collaboration Coaches. These coaches support efforts to link individual programs and agencies in regions to share information collaboratively among child care/preschool programs, Head Starts and schools through training opportunities and sharing of information.

Community collaborations among child care, Head Start, public school, and other early educational providers are encouraged and promoted to reduce the number of transitions a child makes during a day and to improve the quality of care received. Included in this collaboration of early childhood stakeholders at the regional level, in addition to early care and education direct care providers, are Cooperative Educational Service Agencies (CESA), Birth to Three programming, higher education representatives, CCR&R and public health. Training opportunities have been provided to support a comprehensive approach to the *Wisconsin Model Early Learning Standards*. This training has resulted in 68 Approved Wisconsin Model Early Learning Standards Trainers in 2005 that represent each region of the state. Additionally, some participants have self-identified themselves as willing to participate on a state level team to assure additional training opportunities exist throughout the state for interested participants. Training will occur at the localized level, with emphasis on a cross-discipline audience. The February 2005 state-level training had representation from child care programs, Head Start, public schools, CESA agencies, CCR&Rs, technical college and university instructors, WCCIP, Parents Plus, the Wisconsin Inter-Tribal Early Care and Education Association, and State agency representatives from the Department of Workforce Development Child Care Section, and the Department of Public Instruction Early Childhood Section. Participants at the state level training identified their willingness to provide additional training opportunities at their local regional level during the next year.

5. Improving Salaries and Other Compensation for Child Care Providers:

According to the most recent Wisconsin Child Care Workforce Survey, child care teachers earn less than \$10 per hour and over half earn less than \$8 per hour. This is poverty level wages for a family of three. A child care teacher's salary is low compared to any standard. Nationwide, in September 2002, the median salary was \$21,332. This was less than the median salary of entry-level secretaries whose jobs required only a high school diploma. The median kindergarten teacher's salary was \$43,152. It should be noted that reimbursement rates do not necessarily translate into higher salaries for staff, which is one reason that compensation initiatives are so important.

Higher Reimbursement Rates

The Child Care Section supports accredited child care programs through higher reimbursement rates for accredited programs receiving Wisconsin Shares Child Care Subsidy. Programs that charge above the maximum reimbursement rate can receive a higher reimbursement rate with accreditation. NAEYC (National Association for the Education of Young Children), NAA (National After School Association), NAFCC (National Association of Family Child Care), and the City of Madison currently accredit programs meeting higher quality standards in Wisconsin. Wisconsin is currently reviewing other national accrediting bodies, in an effort to allow a greater number of child care programs access to opportunities for high quality standard validation.

R.E.W.A.R.D.TM Wisconsin Stipend Program

The R.E.W.A.R.D.TM Wisconsin Stipend Program (Rewarding Education with Wages And Respect for Dedication) is a statewide compensation initiative. This program rewards committed early care and education teachers and family day care providers who meet set eligibility criteria for education and who have remained in the child care program for a set period of time. The goal of the initiative is to reward trained and committed child care professionals. It begins to fill the gap between the value of caring for and educating young children and the low wage this work earns. This gap leads child care teachers, program directors, and family child care providers to seek better jobs in the field or abandon work with young children altogether.

Through the R.E.W.A.R.D. program, stipends are awarded based on the educational level an individual has already attained, as determined by The Registry, Wisconsin's Recognition System for the Childhood Care and Education Profession. Evidence of commitment to working with young children over time helps determine eligibility for a stipend.

Working in tandem with T.E.A.C.H., the goals of this program are:

- to place value on work that is making a difference in the lives of young children,
- to reward and retain professionals who have attained early childhood education,
- to encourage continuing education and commitment to the care and education field, and
- to reduce turnover within the workforce, enhancing program quality.

This program rewards committed early care and education teachers and family day care providers who meet set eligibility criteria for education and who have remained in the child care program for a set period of time. The goal of the initiative is to reward trained and committed child care professionals.

The T.E.A.C.H.® Early Childhood Wisconsin Scholarship and Bonus Program provides for scholarships for credit-based early childhood education. Scholarships pay for the majority of the cost of tuition and books, provide for a mileage stipend, and a bonus upon completion of the scholarship requirements. In most models there is reimbursement for release time from the child care program.

6. **Activities in Support of Early Language, Literacy, Pre-Reading, and Early Math Concepts Development:**

Wisconsin Model Early Learning Standards

The Department of Workforce Development has worked collaboratively with the Departments of Health and Family Services and Public Instruction, the Wisconsin Head Start Collaboration Project, and the Wisconsin Early Childhood Collaborating Partners to develop and implement *Wisconsin Model Early Learning Standards*. For further information on Early Learning Standards see Section 5.2.

4MAT training

Opportunities for attending 4MAT training in Wisconsin have continued. Previously, early childhood instructors from the Technical College System participated in the CIRCLE training. These two instructors have worked with other instructors from the Wisconsin Technical College System to incorporate some early literacy strategies into current coursework offered. The technical college instructors also received orientation to the 4MAT learning approach. This information supports their work in designing routines that also accommodate a variety of learning approaches.

The Registry has offered 4MAT training to Infant Toddler Credential instructors. During this three-day seminar, 30 technical college and university instructors and other child care professionals received training to improve their understanding of the individual uniqueness of the students they teach and to enhance their ability to design brain-based instruction using the natural cycle of 4MAT. A refresher evening 4MAT training session was offered in February 2005 during the *Wisconsin Model Early Learning Standards* comprehensive training three-day session.

The T.E.A.C.H.® Early Childhood Wisconsin Scholarship and Bonus Program

The T.E.A.C.H.® Early Childhood Wisconsin Scholarship and Bonus Program gives scholarships to early childhood providers, teachers, directors and administrators. Through the Infant Toddler Credential that was developed within the scholarship and bonus initiative, credit-based curriculum has been designed that specifically addresses the unique needs of providing care and education to infants and toddlers. This curriculum is available statewide and has been well

received by instructors and students. The Infant Toddler Credential has been awarded to 489 child care professionals in Wisconsin. Faculty training is made available to Infant Toddler Credential instructors through The Registry to provide for specialized training needs as identified by the instructors.

7. **Activities to Promote Inclusive Child Care:** Wisconsin Early Childhood Collaborating Partners has identified the goal “to develop and implement a plan that permits every child and family in Wisconsin access to a blended system of high quality comprehensive early childhood education and care.” The Department is a full participant in this effort to work collaboratively to develop a blended funding stream and a comprehensive early care and education framework. With other key state and local agencies, the Department is working to develop public policy that will support a skilled, educated, stable, and adequately paid early childhood workforce.

Child Care Information Center

CCIC has inclusive child care materials available for parents, providers, instructors, and other child care professionals through its statewide library and resource clearinghouse. The collaborative media campaign of “Together – Children Grow” has produced multiple materials for the promotion of inclusive activities and can be accessed through CCIC. The campaign has developed materials to promote four components of quality inclusive settings: staff education, accessible buildings, program accommodations, and disability specific services and resources. A display of materials is available for conferences, including multiple resources available for inclusive child care such as posters, resources, books, and brochures.

The Think Big, Start Small. public awareness campaign has a "Health Matters" web link that has resources for parents and providers, including: Healthy Kids Tip Sheets, Ask an Expert Question and Answer Opportunities, and Healthy Kids Newsletter. See <http://www.thinkbigstartsmall.org/health>.

Wisconsin Children's Agenda for Early Childhood Education and Care is a vision that provides for a comprehensive system built through partnerships with families, communities, at state and local levels. The Agenda includes three goals:

- 1.) Effective use of resources
- 2.) Quality and access for all children, and
- 3.) Professional development.

For further information see Section 5.2.

Under Wisconsin Shares, the Department provides for a higher reimbursement rate for child care providers caring for children with special needs. Higher reimbursement rates for special needs children are authorized on a case-by-case basis. Local agencies should negotiate an appropriate beginning reimbursement rate with the provider which reflects a higher cost of care needed for the care arrangement due to providing extra services in order to care for the child.

8. **Healthy Child Care America and Other Health Activities Including Those Designed to Promote the Social and Emotional Development of Children:**

The Department continues to be a partner with the Partners for Healthy Childcare initiative. The cross training of health care providers and child care professionals has been supported through this effort. The CCS has worked to provide information and share materials on collaborative efforts of combined child care and health care issues. Sudden Infant Death Syndrome (SIDS) prevention training was developed in connection with the Sudden Infant Death Center, and training was provided across the state to assure that all providers understand SIDS prevention. The CCR&R agencies statewide have been instrumental in developing and sponsoring train the trainer sessions with the Sudden Infant Death Syndrome Center in Milwaukee. The CCR&R agencies have mobilized across the state to ensure large numbers of child care providers were appropriately trained in order to comply with regulations. The Department now requires that providers follow the SIDS Risk Reduction policy of placing children under the age of one on their back to sleep unless they have a physician's instruction not to.

Collaborative efforts continue to take place between CCS and the Department of Health and Family Services, including early brain development materials, immunization and child care programming health requirements and efforts to promote the Children with Special Health Care Needs Program. Early Childhood Excellence Initiative dollars began the linkage of health care professionals to some CCR&R agencies. Through this effort, child care programs, families, community and public health have developed stronger partnerships.

Collaborative programming and conferencing is a goal of this Department. Through CCIC and The Registry, T-Net Training Network was developed to capture the most current information on training available to child care and health

care professionals. T-Net is the name for Wisconsin Training Network and Event Calendar. To view the calendar, see: <http://www.t-net.org>.

The Department is a participant in the State Maternal and Child Health Early Childhood Comprehensive Systems Grant Program, as a member of Wisconsin Early Childhood Collaborating Partners. The Department of Health and Family Services, Maternal and Child Health received this grant to target the following goals:

- 1) To complete a plan addressing successful collaborations that support families and communities so children are healthy and ready to learn at school entry.
- 2) To complete a plan to create a state comprehensive early childhood system addressing the five critical components of early childhood systems development: access to health insurance and medical care, mental health and social-emotional development, early care and education, parent education, and family support.
- 3) To complete a plan identifying ways to strengthen data collection and track early childhood outcomes to make systems improvements.

Also, the Department is a participant of the Wisconsin Statewide Brain Team, a collaboration of State agencies and statewide organizations invested in actively promoting optimal childhood experiences to improve outcomes for individuals, families and communities through the dissemination of brain development research. In targeted areas of the state, county agencies have developed training that enables providers to meet the specific care requirements for special needs children.

Some Excellence Centers have continued to provide enhanced health and safety services for the children in their care despite the discontinuation of funding. Examples of services include: staff education, parent education, on-site health screening, and clinical services for children.

9. **Other Quality Activities that Increase Parent Choice and Improve the Quality and Availability of Child Care**

The Wisconsin Early Care and Education Career Guide

CCDF funding supports Licensed Group and Licensed Family program monitoring to assure health and safety standards are met. *The Wisconsin Early Care and Education Career Guide* has been developed to highlight the many early care and education career options. The guide is available through CCIC, and is also available at the Collaborating Partners website: <http://www.collaboratingpartners.com/wececg.html>

Think Big. Start Small.

Information on the “Think Big. Start Small. Invest Early in a Child’s Future” is available at: <http://www.thinkbigstartsmall.org>. Wisconsin's future is the focus of this statewide initiative promoting the importance of early education and care for the children of Wisconsin. Child care organizations, state agencies, education programs and many other partners around the state are collaborating to create a public awareness campaign highlighting quality child care, early learning, community support, health matters, and school readiness.

Professional Development Initiative

The Department is a strong supporter of the Professional Development Initiative (PDI) as a means to promote early childhood professional development and to construct a seamless delivery system across the state. A major goal of PDI is to develop a career system across early care and education with aligned professional development structures and methods to attract, retain, and reward a quality workforce. Professional development structures and planning will continue as the *Wisconsin Model Early Learning Standards* and the Wisconsin Teacher Training Redesign and Implementation across early childhood education and care (PI-34) move ahead. The vision of Wisconsin is a seamless professional development system that supports people who work with young children in a variety of settings. The Child Care Section continues to work collaboratively with the PDI to develop specific components of Professional Development Plans across systems, including development of common core competencies across disciplines. Assuring access to Professional Development Planning, including access to credit-based instruction and training and technical assistance, is an ongoing effort.

Community Child Care Initiatives

In 2004-2005 Wisconsin developed 52 contracts with local area government jurisdictions. Through local collaborative arrangements, 111 jurisdictions participated. Officials of the local area jurisdictions certified the local child care expenditures. Then, funding **was** awarded to local areas based on a formula. Local expenditures, certified as eligible match, must utilize local tax dollars and/or tribal enterprise funds, and must not be used as match or maintenance of effort for any other grant program. Local community collaborations and partnerships **were** encouraged throughout the project.

Collaborations and partnerships funded covered the entire range of permitted federal activities, including:

- certification and training programs,
- education of child care professionals,
- public health nursing services to child care programs,
- crisis/respite care, start-up of school-age care and wrap-around care,
- staff time and child care coordination, and
- other supportive services made available to child care programs.

Residents of 67 of Wisconsin's 72 counties received services through this grant program. Specific examples of grant activities include: enhanced educational opportunities for child care providers, including curriculum offerings and translation of curriculum materials; Spanish and Hmong interpreters; inclusive child care services; provider recruitment; start-up and expansion of programs; and development of child care partnerships.

CCS, as the Lead Agency, distributes these CCCIG funds annually as reimbursements for claimed expenses. Every three years, all eligible entities with qualifying match and grant proposals can apply for the available CCCIG funds. Funds for these "Initial Grants" are distributed based on a formula related to proposed match and the proportion of low income infants, toddlers, and children who live in the area. For the following two years, funds are distributed as "Continuation Grants" and are limited to those who received grants in the first year. **Due to a reduction of funding for 2006-2007, CCS will develop a new RFP.**

Migrant Child Care program

UMOS' operation of the Migrant Child Care program offers quality child care for migrant families. The goals of DWD Migrant Child Care Contract are to:

- Provide quality child care by developing a comprehensive, bilingual/bicultural childhood program that includes transportation, health care, nutrition and age appropriate child development activities.
- Monitor and offer technical assistance to child care centers and licensed and certified providers on issues relating to child development, health and safety, and cultural sensitivity.
- Provide a positive learning environment that is sensitive to the cultural and other unique needs of migrant children, including bilingual considerations.
- Provide integrated educational opportunities in the core academic areas using a thematic approach, which is supported by hands-on activities that promote critical thinking for the 6- to 12-year-olds program.
- Provide classroom conflict resolution curriculum that trains youth in effective communication skills and problem solving strategies.

Specific child care services given to children receiving Migrant Child Care include three nutritious meals a day, education, school readiness, family literacy, special services for children with special needs, and transportation for children needing evening care. Approximately 35 percent of the children receiving Migrant Child Care services also receive Migrant Head Start and the services that accompany Head Start funding. Because UMOs provides both Migrant Head Start and Migrant Child Care, there are built-in opportunities for cooperative planning as well as prevention of service duplication.

5.1.5 Is any entity identified in sections 5.1.1 or 5.1.4 a non-governmental entity?



Yes, the following entities named in this part are non-governmental:

Name:
Birth to Three
Center for Study of Social Policy
Child Care Resource and Referral Agencies
Early Childhood Excellence Centers – private, non-profit programs &
private, for-profit
National After School Association
National Association for the Education of Young Children
National Association of Family Child Care
Parents Plus
Sudden Infant Death Center
The Registry
Wisconsin Child Care Improvement Project
Wisconsin Child Care Resource and Referral Network
Wisconsin Early Childhood Association
Wisconsin Early Childhood Collaborating Partners
Wisconsin Inter-Tribal Early Care and Education Association.

☐ No.

5.2 Good Start, Grow Smart Planning and Development

This section of the Plan relates to the President's *Good Start, Grow Smart* initiative which is envisioned as a Federal-State partnership that creates linkages between CCDF, including funds set-aside for quality, and State public and private efforts to promote early learning. In this section, each Lead Agency is asked to assess its State's progress toward developing voluntary guidelines on language, literacy, pre-reading, and early math concepts and a plan for the education and training of child care providers. The third component of the President's *Good Start, Grow Smart* initiative, planning for coordination across at least four early childhood programs and funding streams, was addressed in Section 2.1.2.

5.2.1 Status of Voluntary Guidelines for Early Learning. Indicate which of the following best describes the current status of the State's efforts to develop research-based early learning guidelines (content standards) regarding language, literacy, pre-reading, and early math concepts for three- to five-year-olds.

- ☐ **Planning.** The State is planning for the development of early learning guidelines. Expected date of plan completion: _____
- ☐ **Developing.** The State is in the process of developing early learning guidelines. Expected date of completion: _____
- ☐ **Developed.** The State has approved the early learning guidelines, but has not yet developed or initiated an implementation plan. The early learning guidelines are included as Attachment ____
- ☒ **Implementing.** In addition to having developed early learning guidelines, the State has embarked on implementation efforts which may include

dissemination, training or embedding guidelines in the professional development system. The guidelines are included as Attachment 7.

Wisconsin has developed an Approved Trainers Listserv for sharing of best practices, lessons learned, problems solving, etc. For further information see: www.collaboratingpartners.com/EarlyLS.Htm

- ☐ **Revising.** A State has previously developed early learning guidelines and is now revising those guidelines. The guidelines are included as Attachment _____
- ☐ **Other (describe):**

Describe the progress made by the State in developing voluntary guidelines for early learning since the date of submission of the 2004-2005 State Plan.

The Wisconsin Model Early Learning Standards (WMELS) were published October 2003. During the time period of 10/03 through 4/04, the WMELS were disseminated at various early care and education conferences, workshops and trainings. Information on the WMELS was also made available in newsletters and other printed formats through the CCR&Rs, the WCCIP, CCIC, the Wisconsin Inter-Tribal Early Care and Education Association, the WECA, The Registry, Cooperative Educational Service Agencies, WECCP, school district associations, The Wisconsin Head Start Association, Bureau of Regulation and Licensing, the Migrant Child Care Program, Wisconsin Works (W-2) agencies, certification agencies, and other early care and education advocacy organizations. The WMELS information was also made available through Parents Plus and Family Resource Agencies.

Feedback was requested from early care and education providers and parents who utilized the WMELS. The WMELS included a feedback form in the document that requested information on “if the Standards are understandable, are the Standards useful, do they help guide a program to develop curriculum, do they help guide a program in ongoing assessment of a child’s progress, etc.”. Feedback was useful in developing further training at statewide and regional conferences, workshops, and other face-to-face opportunities that came up. From questions received, a Frequently Asked Questions document was developed and made available through the WECCP web page: www.collaboratingpartners.com/EarlyLS.htm. This web page has specific information related to the WMELS and additional training information, materials and resources are housed here.

A statewide comprehensive training took place in February 2005. Sixty-eight participants completed an intensive three-day training that provided understanding on how to train other early care and education professionals on how to use the WMELS as a guide for providing quality early education and care for young children in Wisconsin. Activities, handouts, resources and materials contained in the training provide a comprehensive overview of “how” early education and care

providers and families can utilize the WMELS. One component emphasized in the training included use of the Teaching Cycle:

- Ongoing assessment
- Planning & curriculum goals
- Implementation

Another component utilized during the training was the use of Lenses:

- Keep the Child at the Center
- Think Ecologically (Environment/Relationships/Culture)
- Intentionally Support Optimal Growth
- Provide Experiential Learning

Currently, the Department of Workforce Development, Child Care Section is contracting with one of the Cooperative Educational Service Agencies (CESAs) to develop software technology that can house research-based, training materials that support a comprehensive approach to training on the WMELS. Materials will be available to Approved Trainers through a password protected site accessible from Collaborating Partners that will include the most up-to-date WMELS training materials, resources and training agendas and activities. A listserv has been developed to link Approved Trainers to each other for sharing of ideas, problem solving, barriers, and best practices/lessons learned. A training calendar is also available to house information on where WMELS training can be accessed, as well as information on workshop opportunities available through statewide and regional conferences.

If developed, are the guidelines aligned with K-12 content standards?

☒ Yes. If yes, describe.
☐ No.

Yes, the *Wisconsin Model Early Learning Standards* are intended to align with the Wisconsin K-12 Model Academic Standards to provide early learning opportunities that support children's success in school and the future. The numbering system used to enumerate the performance standards within the WMELS reflects that used in the Wisconsin Model Academic Standards, where the first letter refers to the developmental expectation and EL refers to Early Learning. These standards reflect expectations for a typically developing child beginning at age 3 through kindergarten completion or through age five.

To support a smooth transition for children and families across early learning environments, kindergarten, and elementary school settings, the framework for the *Wisconsin Model Early Learning Standards* were developed to align with *Wisconsin Model Academic Standards* in their comprehensive focus on developmentally appropriate learning expectations. Therefore:

1. The Model Early Learning Standards refer to specific developmental areas while the Model Academic Standards refer to academic content.

2. Both sets of standards offer specific developmental expectations; the Wisconsin Model Early Learning Standards specify developmental expectations and the K-12 Model Academic Standards specify content standards.
3. Both sets of standards offer performance standards that tell how the child/student is meeting the expectation.
4. To address what happens in the classroom, the Wisconsin Model Early Learning Standards identify general program standards while the K-12 Model Academic Standards address curriculum. Children who meet the developmental expectations outlined in the *Wisconsin Model Early Learning Standards* will be prepared to master Wisconsin's Model Academic Standards. As such, the Wisconsin Model Early Learning Standards provide a foundation for the Model Academic Standards.

The WMELS recognize that children are individuals who develop at individual rates. While they develop in generally similar stages and sequences, greatly diverse patterns of behavior and learning emerge as a result of the interaction of several factors, including genetic predisposition and physical characteristics, socio-economic status, and the values, beliefs, and cultural and political practices of their families and communities. The WMELS reflect expectations for a typically developing child; adapting and individualizing learning experiences accommodates optimal development for all children.

Please attach a copy of the guidelines. If the guidelines are available on the web, provide the appropriate web site address: *The Wisconsin Model Early Learning Standards* are available at the following web site in a PDF format:
<http://www.collaboratingpartners.com/EarlyLS.htm>.

- 5.2.2 Domains of Voluntary Guidelines for Early Learning. Do the guidelines address language, literacy, pre-reading, and early math concepts?

- ☒ Yes: Language, literacy, and pre-reading.
☐ No

Do the guidelines address domains not specifically included in *Good Start, Grow Smart*, such as social/emotional, cognitive, physical, health, creative arts, or other domains?

- ☒ Yes. If yes, describe.

The WMELS include the following developmental domains:

Health and Physical Development
Social and Emotional Development
Language Development and Communication

Approaches to Learning
Cognition and General Knowledge

☐ No

Have guidelines been developed for children in age groups not specifically included in *Good Start, Grow Smart* (children other than those aged three to five)?

☐ Yes. If yes, describe.

☒ No

The WMELS are intended for the age ranges of three years old through the completion of kindergarten.

- i. Implementation of Voluntary Guidelines for Early Learning. Describe the process the State used or expects to use in implementing its early learning guidelines. How are (or will) community, cultural, linguistic and individual variations, as well as the diversity of child care settings (be) acknowledged in implementation? Materials developed to support implementation of the guidelines are included as Attachment 8. See: www.collaboratingpartners.com/docs/WMELS_Pr0405.pdf

The Wisconsin Model Early Learning Standards (WMELS) honor the cultural identity and background of children and families. The guiding principles have been established to inform the development and implementation of the Standards and specifically recognize the fact that children's development reflects the ethnic, cultural and linguistic diversity of their families and communities. The WMELS were designed to support adaptation and individualization of learning experiences in order to provide every child with a responsive learning environment. Such an environment demonstrates respect for children's home languages and cultural/ethnic backgrounds.

The WMELS also serve as the foundation for individualized programming decisions for children who speak other languages and/or who have cultural differences. Persons working with children who speak other languages or are from other cultures will need to pay special attention to how they design culturally relevant environments and curriculum activities. Linguistically and culturally appropriate programming will ensure that each child's individual needs are addressed.

The WMELS Guiding Principles are available at:
<http://www.collaboratingpartners.com/GuidingPrinciples.htm>.

Complete information, including access to a PDF version of the WMELS and Frequently Asked Questions is available at:

http://www.collaboratingpartners.com/EarlyLS_FAQ.htm.

- ii. Assessment of Voluntary Guidelines for Early Learning. As applicable, describe the State's plan for **assessing** the effectiveness and/or implementation of the guidelines. Written reports of these efforts are included as Attachment NA

The *Wisconsin Model Early Learning Standards* (WMELS) are neither a curriculum nor an assessment tool. By setting appropriate expectations for young children in the five domains of early learning and development, the WMELS are intended as a guide for developing or selecting appropriate curriculum and assessment that support and promote children's learning and development. The training goals and strategies include a comprehensive overview of "how" early education and care providers and families can utilize curriculum and assessment tools that align with the WMELS to provide high quality early learning experiences that support school success.

More review of the WMELS will occur over time, and it is anticipated that the standards will have further revisions and will provide material that reflects best practices and developmentally appropriate programming that is based on solid research.

The Department of Workforce Development, along with the Department of Public Instruction will continue to monitor and evaluate the effectiveness of WMELS training, and identify if gaps exist where training is not available. Collaborative decisions will be made, if needed, to target training at a regional level if there are areas of the state that have not been able to access training. Utilizing a training calendar and required identification of audience participation, the DWD Child Care Section will have a picture of who is being trained across the state (identified as child care teachers/providers, Head Start, Public School, Training and Technical Assistance Providers).

The history of how the WMELS were developed, including the Developmental Domains, Expectations, and Standards that are based on a review of scientific literature and practice-based evidence, as well as developed through a collaborative approach with content experts from across the state of Wisconsin, is available in a PowerPoint at:
<http://www.collaboratingpartners.com/history.htm>.

- 5.2.5 State Plans for Professional Development. Indicate which of the following best describes the current status of the State's efforts to develop a professional development plan for early childhood providers that

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includes all the primary sectors: child care, Head Start, and public education.

- ☐ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- ☐ **Developing.** A plan is being drafted. The draft is included as Attachment _____
- ☐ **Developed.** A plan has been written but has not yet been implemented. The plan is included as Attachment _____
- ☒ **Implementing.** A plan has been written and is now in the process of being implemented.

The plan is included as Attachment 9 called *Chapter PI 34 Teacher Training and Professional Development Re-design - Implementation in Early Childhood Education and Care Settings* (hard copy only).

☐ **Other (describe):**

Describe the progress made by the State in a plan for professional development since the date of submission of the 2004-2005 State Plan.

Wisconsin Early Childhood Collaborating Partners has been the vehicle from which the Wisconsin early childhood professional development planning has taken place, as the umbrella for the Professional Development Initiative. Through a collaborative approach to development of the new Department of Public Instruction, Chapter PI 34 Teacher Training and Professional Development Re-design, a Professional Development Plan has been formulated to address the professional development needs of child care, Head Start and public school. There is particular emphasis on those in the early care and education workforce with a Bachelors Degree and a DPI issued license. This new planning process recognized the need for professional development planning for those new to the early care and education field as entry level teachers, through Associate Degrees to the completion of Bachelors Degrees. Existing structures are utilized to maximize available funding, and to ensure access to professional development for the entire workforce. The current training and technical assistance structure, The Registry career recognition structure, the WCCR&R Network, and access to scholarships to support credit-based instruction were all of particular importance to the child care field specifically and have been incorporated into the broader planning.

If your State has developed a plan for professional development, does the plan include:	Yes	No
A link to Early Learning Guidelines	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Continuum of training and education to form a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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career path		
Articulation from one type of training to the next	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of trainers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of training content	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A system to track practitioners' training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Assessment or evaluation of training effectiveness	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State Credentials – Please state for which roles (e.g., infant and toddler credential, directors' credential, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialized strategies to reach family, friend and neighbor caregivers	<input checked="" type="checkbox"/>	<input type="checkbox"/>

For each Yes response, reference the page(s) in the plan and briefly describe the Lead Agency's efforts:

For each No response, indicate whether the Lead Agency intends to incorporate these components.

The November 2004 Chapter PI 34 Teacher Training and Professional Development Re-design plan is available at:

<http://www.collaboratingpartners.com/docs/PI34TeachTrnProfDev4.pdf>

Each topic listed below with its corresponding page number is found in that document.

WMELS	Page 9
Career Path	Page 5, 8, 10, 15, 16
Articulation	Page 5, 9, 10, 15, 16
Quality Assurance (Trainers)	Page 5, 6, 8, 10, 15, 16
Quality Assurance (Training)	Page 10, 15, 16
Tracking Training	Page 8, 9, 15, 16, 23
Assessment of Effectiveness	Page 13, 14, 15, 16, 20, 23
State Credentials	Page 15

Individual credit-based coursework offerings are available at Post-Secondary Institutions. Wisconsin Early Childhood Association (WECA) has scholarship counselors available to help scholarship recipients choose credit-based coursework that fits into their professional development plan and is available in an accessible delivery format.

The Child Care Information Center houses materials that can be accessed by all child care providers and by parents through the lending library.

All child care programs in Wisconsin that participate in the Wisconsin Shares Child Care Subsidy Program must be regulated. Further effort is underway to

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connect to other agencies and resources that unregulated child care providers may access, including Parents Plus and Family Resource Centers.

Are the opportunities available:	Yes	No
Statewide	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To Center-based Child Care Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To Group Home Providers	<input type="checkbox"/>	<input type="checkbox"/>
To Family Home Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To In-Home Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (describe):	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Opportunities are available for all providers listed. Wisconsin does not have group home providers.

Access to PI 34 Teacher Training and Professional Development Re-design is available through License Renewal Centers, through CCR&Rs, through CCIC, and through other training and technical assistance opportunities.

Through connections to the Wisconsin Model Early Learning Standards (WMELS) Training, multiple avenues are created to access additional resources that support training and technical assistance, including professional development planning. These materials are available at:

<http://www.collaboratingpartners.com/EarlyLS.htm>. See Sections 5.2.1., 5.2.2., 5.2.3., and 5.2.4. for further information on WMELS.

The following information describes the work that has been committed to by the Wisconsin Early Childhood Collaborating Partners in the *Wisconsin Children's Agenda*. This work was useful in the development of the PI 34 Teacher Training and Professional Development Re-design described above.

Goals and recommendations for a statewide professional development plan have been identified in the *Wisconsin Children's Agenda*. Goal C of this plan provides that those who work with young children are competent in early childhood education and care and apply appropriate principles of early learning and development. The following are goals of this plan crossing multiple state and local level agencies:

- Develop an articulated and competency-based system of professional development at the secondary, technical college, and university levels to ensure all those who work with young children in all settings have the knowledge and skills to facilitate quality early learning experiences.
- Establish a competency-based career ladder that provides a continuum of educational experiences from introductory to mastery level.

- Develop a coordinated system of mentoring and career planning for those who work with young children.
- Ensure professional development opportunities for all those who work with young children incorporate competencies related to working with children with special needs and that all settings include adequate support for children and families with special needs.
- Ensure that professional development for all those who work with young children and families have and develop competencies addressing diversity including, but not limited to, cultural, linguistic, and socio-economic variations.

Describe how the plan addresses early language, literacy, pre-reading, and early math concepts development.

There is improved access to credit-based instruction through non-traditional formats including on-line, intensive, accelerated, and retreat opportunities for instruction. T.E.A.C.H. Early Childhood® Wisconsin scholarships can pay for some participation.

Are program or provider-level incentives offered to encourage provider training and education?

- ☒ Yes. Describe, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts.

Through a contract with the Department, WECA coordinates the T.E.A.C.H. Early Childhood® Wisconsin Scholarship Program for professional development, providing scholarships to eligible teachers, directors, administrators and child care providers who access credit-based early childhood education. WECA provides scholarship assistance and counseling services to improve the education of child care staff. WECA has also developed a wealth of materials that provide information about credit-based coursework programming, application materials, documentation of services offered, and multiple formats of data summary collection of scholarship recipients. WECA has succeeded in enhancing and promoting communication and collaboration with the technical schools, colleges and universities to promote the scholarship opportunities, and collaborates with other resources to further the professionalism of the child care field. WECA staff provide access to information on scholarship availability, and student and program requirements at technical colleges, college campuses, and universities.

The compensation component of the T.E.A.C.H. Early Childhood® Wisconsin Scholarship Program and the stipends awarded through R.E.W.A.R.D™ Wisconsin are critical first steps in promoting professional development of the child care workforce. Research has well

documented that professional development plans that do not address compensation are less likely to be embraced by the workforce and therefore less likely to achieve the goals we desire: improved program quality and child outcomes. The contract established with WECA provides scholarships to help the child care workforce access credit-based early childhood education, incentives to pursue professional development, and financial rewards to sustain the providers' efforts and to acknowledge the value of the care provided by child care providers. See Section 1.5. Wisconsin Early Childhood Association for further information on the scholarship and retention program.

☐ No. If no, is there any plan to offer incentives to encourage provider training and education?

What are the expected **outcomes** of the State's professional development plan and efforts to improve the skills of child care providers? As applicable, how does (or will) the State assess the effectiveness of its plan and efforts? If so, how does (or will) the State use assessment to help shape its professional development plan and training/education for child care providers?

Through a coordinated effort, early childhood training will be offered to a cross section of early care and education providers, Head Start teachers, and public school teachers at both the state and local levels. T-Net, co-sponsored by CCIC and The Registry, will provide easy access to current training opportunities. See Section 1.5 Child Care Information Center for further information. Also through coordination, state conferences will provide for cross training opportunities for Birth to Three, Head Start, child care, public school, early childhood special education and other early care and education professionals.

Cross system mentoring is developing to meet the requirements of the PI 34 teacher licensing requirements. This will provide increased opportunity for mentoring in the early childhood field and for both teachers with four-year degrees required to meet PI 34 requirements and teachers with less training to have further opportunity for accessing credit-based education models. See Section 5.2.5 Professional Development Activities for further PI 34 Information. Additional delivery models within institutions of higher learning will provide for both traditional and non-traditional format delivery of credit-based curriculum, including on-line coursework, retreat style/weekend format, intensive delivery and ITV delivery that can be accessed locally. New entry level curriculum has been developed in non-credit format for child care providers new to the child care field, who have not had experience in formal settings beyond high school. This is an opportunity for care providers to have a successful experience with training opportunities targeted on developmentally appropriate programming for caring for

children. It is envisioned that upon successful completion of this entry level coursework, the child care worker will want to continue his/her education through a credit-based career path. Additional work will take place to develop opportunity for portfolio development that will support entry into higher education with access to request review of portfolios to demonstrate early childhood core competencies met that can translate into credit that matches professional development goals.

With a complete professional development plan in place in Wisconsin, child care professional development opportunities will be embraced by child care programs, and training will be affordable and accessible throughout the state in multiple delivery formats. Solutions for needed substitute coverage will be developed, with professional development opportunities fully accessed. Expected outcomes of Wisconsin's professional development plan include an increased number of child care professionals achieving an Associate Degree and Bachelor Degree in Early Childhood Education. It is also expected that with additional course offerings becoming available, the number of DPI licensed child care providers will increase.

Through articulation efforts across training programs at both the technical college level and the university level, it is also a goal that an increased number of early childhood Bachelor Degrees will be awarded in the future. Through these articulation efforts, it is envisioned that an Associate Degree level student will easily move into a university program and receive an increased number of transfer credits and advanced standing.

Assessment of the effectiveness of this plan will involve the collection of data to determine if:

- the number of credit-based coursework offerings are increasing throughout the state, and are offering curriculum through multiple delivery formats, and at times that are accessible to early care and education professionals.
- the number of early care and education providers accessing credit-based education, including Associate Degree and Bachelor Degree career path is increasing.
- the number of mentors throughout the state with a wide range of experience and lengthy tenure in the field increases.
- the retention rate of the child care providers in the state is increased, and turnover rates are decreased.
- through ongoing workforce surveys, wages and benefits of child care providers continue to increase according to professional development plan career paths identified.

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- the number of articulation agreements established throughout the state between technical colleges and universities is increased, with a higher percentage of accepted Associate Degree credits transferring to the university level.

PART 6
HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS

(Only the 50 States and the District of Columbia complete Part 6.)

The National Resource Center for Health and Safety in Child Care (NRCHSCC) of DHHS's Maternal and Child Health Bureau supports a comprehensive, current, on-line listing of the licensing and regulatory requirements for child care in the 50 States and the District of Columbia. In lieu of requiring a State Lead Agency to provide information that is already publicly available, ACF accepts this compilation as accurately reflecting the States' licensing requirements. The listing, which is maintained by the University of Colorado Health Sciences Center School of Nursing, is available on the World Wide Web at: <http://nrc.uchsc.edu/>.

6.1 Health and Safety Requirements for Center-Based Providers (658E(c)(2)(F), §§98.41, §98.16(j))

6.1.1 Are all center-based providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation?

☐

Yes. Answer 6.1.2, skip 6.1.3, and go to 6.2.

☒

No. Describe which center-based providers are exempt from licensing under State law and answer 6.1.2 and 6.1.3.

Public schools that establish and operate child care programs are exempt from licensure under s.120.13(14), Wis. Stats. This provision in the statutes requires that these programs comply with the licensing rules for group child care centers. However, the school district has the responsibility for oversight and compliance monitoring of these rules.

The licensing law in Wisconsin requires programs that provide care to 4 or more children under age 7, who are unrelated to the provider, be licensed. Some programs for school-age children that do not provide care for a licensable number of children are not required to be licensed under this law but wish to be eligible to receive child care subsidy payments made with CCDF funds. Wisconsin requires that these programs be certified by the county in which they are located before being eligible to receive CCDF funds.

Programs that provide on-site care and supervision to children of a recipient of Wisconsin Works (W-2) who is involved in orientation, enrollment, or initial assessment prior to the development of an employability plan or where the parents receive training or counseling, are exempt from licensure. These programs are eligible to receive child care payments funded by CCDF.

Further information about the Department of Health and Family Services,
Bureau of Regulation and Licensing can be found at:

http://dhfs.wisconsin.gov/rl_dcfs/index.htm

- 6.1.2 Have center licensing requirements as relates to staff-child ratios, group size, or staff training been modified since approval of the last State Plan?
 (§98.41(a)(2)&(3))

☒ Yes, and the changes are as follows:

DHFS revised licensing rules for group child care centers in 2004, and implemented changes on March 1, 2005. The revisions include additional staff training requirements that mandate all staff in a child care center, having regular contact with children, obtain Infant/Child CPR by September 1, 2005 or within six months of hire and maintain a current certificate of completion thereafter. The revised rules also require training every two years in child abuse and neglect identification and reporting procedures.

☐ No

- 6.1.3 For center-based care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

Child care centers established and operated by school districts are not required to hold a child care license in order to be eligible to receive a child care subsidy paid with CCDF funds. Under s. 120.13(14), Wis. Stats., child care programs operated by school boards are required to meet the licensing rules for group child care centers, HFS 46.

There is one condition under which center-based child care can be paid with CCDF funds, even though it is not licensed, and health and safety requirements are not applied. That condition is when the care is an arrangement for parents in a training or counseling program, or during an application appointment and the child care is provided at the training, counseling or application site. This usually occurs when on-site, drop-in child care is provided at a Job Center or other W-2 child care eligibility determination agency. Agencies that provide this type of on-site drop-in child care demonstrate that they have reviewed and understand licensing rules, and strive to meet the intent of specific health and safety rules for the protection of children in care. In most circumstances, the building structure of the actual child care setting is the deterrent to licensing. On-site programming requires that the lead teacher meet licensing requirements for background check, references, and training requirements. Children may not remain in these drop-in sites for more than 3 hours at a time.

- The prevention and control of infectious disease (including age-appropriate immunizations)

1. Staff records include verification that the employee is free of tuberculosis.
 2. Health history is on file for every child.
 3. Ill children are isolated and the parent is required to remove the child from the child care site. Since the parents are on-site, the child can be removed immediately.
 4. Pets on the premises are vaccinated against rabies.
 5. Staff members and children wash their hands with soap and warm running water after toileting and prior to food service preparation.
 6. Premises are clean and free of insects and rodents and other health hazards.
 7. Bathrooms are clean and in good working condition.
 8. Well water is tested and found to be bacteriologically safe and to have safe nitrate levels.
 9. Areas, equipment and utensils for food preparation, serving and clean up are kept clean and sanitary.
 10. Each child will have their own cup, eating utensils, washcloths and towels.
- Building and physical premises safety
 1. The program consults with local authorities to obtain any required zoning clearance or building permits.
 2. A building inspection report is filed indicating compliance with state and local building codes. An exemption is given for child care facilities located within a school building.
 3. The indoor area is free of hazards and items that may be harmful to children are kept out of reach of the children.
 4. The program complies with state swimming pool safety regulations.
 - Health and safety training
 1. Each program has a director who has a least one year of experience with preschool or school-age children or has completed 36 classroom hours or three credits of training in a related area approved by the Department.
 2. Each program has a program leader who has completed high school or its equivalency and 10 classroom hours of training in child development, education or a related area approved by the Department.
 3. Program assistants have completed 10 classroom hours of training in child development, education or a related area approved by the Department.
 4. All care providers caring for children under age one, must complete SIDS prevention training.

5. The program holds an orientation session for all new staff and volunteers in the first week they are working in the program, including:
- a. health, nutrition and discipline policies,
 - b. plans for evacuation and other emergencies,
 - c. emergency procedures and use of first aid,
 - d. recognition of signs of child abuse and neglect and explanation of responsibilities of reporting abuse and/or neglect, and
 - e. recognition of childhood illness.

6.2 Health and Safety Requirements for Group Home Providers (658E(c) (2) (F), §§98.41, 98.16(j))

- 6.2.1 Are all group home providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

- ☐ Yes. Answer 6.2.2, skip 6.2.3, and go to 6.3.
☐ No. Describe which group home providers are exempt from licensing under State law and answer 6.2.2 and 6.2.3.

N/A Wisconsin does not have group home providers, so CCDF dollars are not used.

- 6.2.2 Have group home licensing requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

- ☐ Yes, and the changes are as follows:
☐ No.

N/A Wisconsin does not have group home providers, so CCDF dollars are not used.

- 6.2.3 For group home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

N/A Wisconsin does not have group home providers.

6.3 Health and Safety Requirements for Family Providers (658E(c)(2)(F), §§98.41, 98.16(j))

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6.3.1 Are all family child care providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

- ☐ Yes. Answer 6.3.2, skip 6.3.3, and go to 6.4.
- ☒ No. Describe which family child care providers are exempt from licensing under State law and answer 6.3.2 and 6.3.3.

Wisconsin law requires that any person who provides care and supervision to four or more children under age seven, who are not related to the provider, be licensed. Programs that care for 3 or fewer children under age three years are not required to be licensed.

6.3.2 Have family child care provider requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

- ☒ Yes, and the changes are as follows:

Note: SIDS Prevention Training became mandatory for all child care providers, caring for children under age one, beginning September 1, 2001.

HFS 45, Licensing rules for family child care centers were revised in 2004 and the changes were implemented on March 1, 2005. Included in this licensing rule revision is a requirement that all child care providers must obtain and maintain a current certificate of completion for Infant/Child CPR by September 1, 2005 and every two years thereafter. The licensing rules also require that all family child care providers have training every two years in child abuse and neglect identification and the reporting procedures.

- ☐ No

6.3.3 For family care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

There are two limited conditions under which family child care, which is not subject to licensing under State law or certification requirements, may be paid with CCDF funds and Health and Safety requirements are not applied. These conditions are:

1. A short-term care arrangement when a child is ill and not able to receive care from the regularly authorized certified or licensed provider.
2. When the certified or licensed care provider has an emergency due to illness or other circumstance and cannot provide the authorized care.

All other family child care which does not meet the licensing threshold, must be certified in order to receive the Wisconsin Shares Child Care Subsidy Program funding. The following information reflects certification standards. An on-site visit is completed at the provider's home, and the provider must meet all certification requirements. The **DWD Certification Rules** are available at: <http://dwd.wisconsin.gov/dws/programs/childcare/certification/default.htm>

- The prevention and control of infectious disease (including age-appropriate immunizations)
 1. A provider, household member, volunteer, visitor or parent who has symptoms of illness or of a reportable communicable disease, that may be transmitted through normal contact, may not be in contact with the children in care.
 2. A provider must verify that he or she is free from tuberculosis.
 3. Pets are vaccinated against rabies.
 4. The provider shall maintain first-aid supplies and wash superficial wounds with soap and warm water before bandaging.
 5. The home shall be clean and free of insects and rodents and other health hazards.
 6. Bathrooms shall be clean and in good working condition.
 7. Well water shall be tested and found to be bacteriologically safe and have safe nitrate levels.
 8. Areas, equipment and utensils for food preparation, serving and clean-up shall be kept clean and sanitary.
 9. Children shall have their own individual cup, eating utensils, washcloth and towel.
 10. The provider shall have a current report of a physical examination on file for each child and a written record verifying immunizations.
 11. The provider shall wash his or her hands with soap and warm running water after toileting, prior to food preparation and after diapering children.
 12. The provider shall require all children to wash their hands with soap and warm running water before eating and after toileting.
- Building and physical premises safety
 1. Each floor level shall have at least one unblocked exit and one smoke detector.
 2. All areas used for child care shall have adequate and safe heat, light and ventilation.
 3. The home shall be free of hazards and the following items shall be kept inaccessible to the children:
 - a. medications and drugs,
 - b. cleaning supplies, poisons and insecticides,
 - c. guns, knives, scissors and other sharp objects,

- d. matches, cigarette lighters and flammable liquids,
 - e. plastic bags, litter and rubbish.
 - 4. Outdoor play areas shall be free of hazards and fenced, or the provider shall take special measures to ensure the safety of the children.
 - 5. Concrete and asphalt are prohibited under climbing equipment, swings, and slides.
 - 6. In-ground pools, on-ground pools with rigid sides, hot tubs, and large outdoor trampolines may not be used during hours of care and shall be inaccessible to children by use of a permanent barrier or other preventive measure.
 - 7. Smoking is prohibited in any indoor or outdoor area in which children are present.
- Health and safety training
 - 1. The certifying county or tribal agency is required to provide basic health and safety information to all applicants for family child care certification during an on-site inspection of the home in which the care will be provided. Sudden Infant Death Syndrome (SIDS) prevention information is given to all certified provider applicants. Completion of SIDS training is a mandatory requirement of all certified providers, who are caring for children under age one. The “Back To Sleep” brochure is also shared with all certified providers.
 - 2. Level 1-Regularly Certified child care providers shall complete 15 hours of child care training approved by the county or tribal agency responsible for certification, prior to becoming regularly certified. Counties and tribal agencies are instructed that training should include three hours of health and safety training.

6.4 Health and Safety Requirements for In-Home Providers (658E(c) (2) (F), §§98.41, 98.16(j))

6.4.1 Are all in-home child care providers paid with CCDF funds subject to licensing under the State law reflected in the NRCHSCC's compilation referenced above?

☐
☒

Yes. Answer 6.4.2, skip 6.4.3, and go to 6.5.

No. Describe which in-home child care providers are exempt from licensing under State law and answer 6.4.2 and 6.4.3.

Care that is provided by a relative or guardian of a child or care that is provided by a person employed to come into the home of the child's parent or guardian for less than 24 hours per day is not required to be licensed. Additionally, if there are 3 or fewer children under age 7 years in care, who are not related to the provider, Wisconsin does not require a license. In order to receive Child Care Subsidy funds, Wisconsin requires these providers to be certified by the county in which the care is provided.

6.4.2 Have in-home health and safety requirements that relate to staff-child ratios, group size, or training been modified since the approval of the last State Plan? (§98.41(a) (2) & (3))

- ☐ Yes, and the changes are as follows:
☒ No

6.4.3 For in-home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
 1. The certifying county or tribal agency is required to provide basic health and safety information to all applicants for family child care certification during an on-site inspection of the home in which the care will be provided. Sudden Infant Death Syndrome (SIDS) prevention information is provided to all certified provider applicants. Completion of SIDS training is mandatory requirements of all certified providers, who are caring for children under age one. The "Back To Sleep" brochure is also shared with all certified providers.
 2. Level 1-Regularly Certified child care providers shall complete 15 hours of child care training approved by the county or tribal agency responsible for certification, prior to becoming regularly certified. Counties and tribal agencies are instructed that training should include three hours of health and safety training.
- Building and physical premises safety
 1. The home shall be free of hazards and the following items shall be kept inaccessible to the children:
 - a. medications and drugs,
 - b. cleaning supplies,
 - c. guns, knives, scissors and other sharp objects,
 - d. matches, cigarette lighters and flammable liquids,
 - e. plastic bags, litter and rubbish.
 2. Outdoor play areas shall be free of hazards and fenced, or the provider shall take special measures to ensure the safety of the children.
- Health and safety training
 1. The certifying county or tribal agency is required to provide basic health and safety information to all applicants for family child care certification during an on-site inspection of the home in which the care will be provided. Sudden Infant Death Syndrome (SIDS) prevention information is provided to all certified provider applicants. Completion

of SIDS training is a mandatory requirement of all certified providers, who are caring for children under age one. The “Back To Sleep” brochure is also shared with all certified providers.

2. Level 1-Regularly Certified child care providers shall complete 15 hours of child care training approved by the county or tribal agency responsible for certification, prior to becoming regularly certified. Counties and tribal agencies are instructed that training should include three hours of health and safety training.

6.5 Exemptions to Health and Safety Requirements

At Lead Agency option, the following relatives: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care) may be exempted from health and safety requirements. (658P (4) (B), §98.41(a) (1) (ii) (A)) Indicate the Lead Agency's policy regarding these relative providers:

All child care providers interested in receiving Wisconsin Shares Child Care Subsidy must be regulated, regardless of their relationship to the child. The Department of Workforce Development is responsible for the Certification of child care providers. The Department of Health and Family Services is responsible for the Licensing of Family and Group Center Programs.

- ☒ **All** relative providers are subject to the same requirements as described in sections 6.1 - 6.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.
- ☐ **All** relative providers are **exempt** from all health and safety requirements.
- ☐ **Some or all** relative providers are subject to different health and safety requirements from those described in sections 6.1 - 6.4. The following describes those requirements and identifies the relatives they apply to:

6.6 Enforcement of Health and Safety Requirements

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c) (2) (E), §§98.40(a) (2), 98.41(d)) The following is a description of how health and safety requirements are effectively enforced:

- Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?
 - ☒ Yes and the following indicate the providers subject to routine unannounced visits and the frequency of those visits:
Each licensed child care facility is expected to receive at least one unannounced inspection each year. Larger centers – licensed to care for 51 or more children, receive two unannounced visits per year. Complaint investigations are over and above the number of unannounced visits a

center receives. During a two year license period, all rules are monitored for compliance. Pre-licensing visits are completed before a license is issued and all rules are monitored for compliance during the six-month probationary period. Centers on a probationary license receive more visits to ensure compliance before a regular license is issued. If a center has not demonstrated compliance with all applicable rules during the probationary period, an additional six-month probationary license may be issued or the application for a regular license may be denied. The Department of Health and Family Services uses a differential monitoring plan. Facilities with records of non-compliance receive more visits and other monitoring than facilities with records of compliance. The Bureau of Regulation and Licensing is authorized to impose a variety of sanctions and forfeitures in regard to violations of licensing regulations. Survey data from Wisconsin's 72 counties and 11 tribes indicates that the vast majority of counties and tribes complete yearly site visits to monitor compliance for certified providers.

☐ No

- Are child care providers subject to background checks?

☒ Yes, and the following types of providers are subject to background checks (indicate when such checks are conducted):

- A background investigation is completed for the provider, any employee of the provider, any other adults living the home. Background checks are not required for children under age 18 unless there is information that the child has been adjudicated delinquent or has a pending charge. If a minor works as an assistant or helper in the child care program a background check is required.
- The Background Check is completed through the Department of Justice. Juvenile information is included through this check.
- A check is completed through the Department of Health and Family Services. DHFS reviews include: Licensing denials or revocations, any reports of substantiated child abuse or neglect, and the Nurse's Aid Registry.
- A check is made through the out-of-state programming if the individual indicates that they have been living outside of Wisconsin during the past three years.
- If the individual indicates that they have been in the military, a good-faith effort must be made to obtain status discharge information.
- County/tribal abuse and neglect files are reviewed.
- Background check information is completed every four years. The protective services files are reviewed every two years.

☐ No

- Does the State require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

☒ Yes, and the following describes the State's reporting requirements and how such injuries are tracked (if applicable):

Injuries that require medical treatment are required to be reported to the Department of Health and Family Services within 48 hours of the incident. In addition, centers are required to log the injury in the center's medical log book. Licensing specialists review accident reports and review center medical log books.

☐ No

- Other methods used to ensure that health and safety requirements are effectively enforced:
 - Licensing specialists and certification specialists make routine unannounced monitoring visits. Specialists investigate complaints regarding licensing rules, certification rules and unlicensed child care providers caring for an illegal number of children.
 - Licensing specialists, certification specialists, and other technical assistance providers in local areas offer technical assistance to child care providers to enhance their understanding of program health and safety requirements.
 - Licensing specialists and certification specialists use enforcement actions in serious cases that require additional training or correction of problems in facilities.
 - Licensing specialists and certification specialists speak at provider support group meetings, training events and conferences about licensing and certification rules, health and safety issues.
 - Licensing specialists and certification specialists refer providers to CCIC and other resources for information on the importance of developmentally appropriate curriculum.

DWD through its contract with WECA provides all regulated providers with scholarship and bonus information with details on how to connect with available credit-based curriculum offered.

6.7 Exemptions from Immunization Requirements

The State assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the State public health agency. (§98.41(a)(1))

The State exempts the following children from immunization (check all that apply):

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- ☐ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- ☐ Children who receive care in their own homes.
- ☒ Children whose parents object to immunization on religious grounds.
- ☒ Children whose medical condition contraindicates immunization.

PART 7
HEALTH AND SAFETY REQUIREMENTS IN THE TERRITORIES

(Only the Territories complete Part 7.)

7.1 Health and Safety Requirements for Center-Based Providers in the Territories
(658E(c) (2) (F), §98.41(a), §98.16(j))

For all center-based care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

7.2 Health and Safety Requirements for Group Home Providers in the Territories
(658E(c) (2) (F), §98.41(a), §98.16(j))

For all group home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

7.3 Health and Safety Requirements for Family Providers in the Territories (658E(c) (2) (F), §98.41(a), §98.16(j))

For all family child care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

- Building and physical premises safety
- Health and safety training

7.4 Health and Safety Requirements for In-Home Providers in the Territories (658E(c)
(2) (F), §98.41(a), §98.16(j))

For all in-home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

7.5 Exemptions to Territorial Health and Safety Requirements

At Lead Agency option, the following relatives may be exempted from health and safety requirements: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care). (658P (4) (B), §98.41(a) (1) (ii) (A)). Indicate the Lead Agency's policy regarding these relative providers:

- ☐ **All** relative providers are subject to the same requirements as described in sections 7.1 - 7.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.
- ☐ **All** relative providers are **exempt** from all health and safety requirements.
- ☐ **Some or all** relative providers are subject to different health and safety requirements from those described in sections 7.1 - 7.4 and the following describes those different requirements and the relatives they apply to:

7.6 Enforcement of Territorial Health and Safety Requirements

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how Territorial health and safety requirements are effectively enforced:

Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?

- ☐ Yes, and the following indicates the providers subject to routine unannounced visits and the frequency of those visits:
- ☐ No

Are child care providers subject to background checks?

- ☐ Yes, and the following types of providers are subject to background checks (indicate when such checks are conducted):
- ☐ No

Does the Territory require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

- ☐ Yes, and the following describes the Territory's reporting requirements and how such injuries are tracked (if applicable):
- ☐ No

Other methods used to ensure that health and safety requirements are effectively enforced:

7.7 Exemptions from Territorial Immunization Requirements

The Territory assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the Territorial public health agency. (§98.41(a) (1))

The Territory exempts the following children from immunization (check all that apply):

- ☐ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- ☐ Children who receive care in their own homes.
- ☐ Children whose parents object to immunization on religious grounds.
- ☐ Children whose medical condition contraindicates immunization.

APPENDIX 1
PROGRAM ASSURANCES AND CERTIFICATIONS

The Lead Agency, named in Part 1 of this Plan, assures that:

- (1) upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))
- (2) the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))
- (3) in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))
- (4) the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))
- (5) with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))
- (6) that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))
- (7) that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 106-554)

The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))
- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))

- (3) it will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices. (658E(c)(2)(D))
- (4) it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))
- (5) there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))
- (6) procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))
- (7) payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))

APPENDIX 2 ELIGIBILITY AND PRIORITY TERMINOLOGY

For purposes of determining eligibility and priority for CCDF-funded child care services, lead agencies must define the following *italicized* terms. (658P, 658E(c)(3)(B))

- *attending* (a job training or educational program; include minimum hours if applicable) -The parent is recognized as a student in good standing.
- *in loco parentis* -A person who has assumed guardianship (meaning that they are living in the same household, and acting as the case head of the household with decision making responsibility and authority) and control of the child, formally or informally. A parent is a custodial parent, guardian, foster parent, legal custodian or a person acting in the place of a parent.
- *job training and educational program* - Employment skills training, including English as a Second Language course, a course of study meeting the standards set by the Superintendent of Public Instruction under S115.29(4) for the granting of the declaration of equivalency of high school graduation, a course of study at a technical college, or any educational course that would provide an employment skill, as approved by the Financial and Employment Planner in the W-2 agency. Additional examples include: instruction to gain a drivers license, and job skill development.
- *physical or mental incapacity* (if the Lead Agency provides such services to children age 13 and older) - Child care can be approved for children 13 through 18 if a determination is made by a qualified professional that this child requires placement in a child care program while the parent is involved in an approved activity and determined eligible for the Wisconsin Shares child care program.
- *protective services* - Services extended to a child to shield the child from injury or abuse when a child is at risk of child abuse or neglect or of a health or social condition which may adversely affect the child's development; conditions include:
 - a. at risk of out of home placement;
 - b. has a parent who is hospitalized or otherwise unable to provide adequate care;
 - c. has a parent in need of respite services because of stress involved in caring for a child with developmental disabilities or serious problematic behavior;
 - d. has a parent who is under age 18;
 - e. has a parent who lacks adequate parent skills;
 - f. has a parent who is receiving treatment for alcohol or other drug abuse;
 - g. or needs day care to maintain the child in a foster care placement.The decision for the need of protective services will be made by the local protective services worker, social worker, county/social or tribal services agency, doctor, or other professional involved with the specific case. Actual placement for protective services will be provided by the protective services agency, judicial system or other source of authority for decision making of placement. With case by case decision making authority, child care can be offered as part of the need for protective services.
- *residing with* - Living in the same household.

- *special needs child* - A child who has an emotional, behavioral, physical, or personal need requiring more than the usual amount of care and supervision for the child's age, as documented by a physician, psychologist, special educator or other qualified professional. This includes children with developmental disabilities. Children who have been determined by a qualified professional as having a special need may have payment authorized at a higher level of reimbursement on a case-by-case basis. Special needs children may be eligible for having in-home care authorized. Special needs children may be authorized for child care assistance up through the age of 18 as determined on a case-by-case basis.
- *very low income* - 115 percent of the Federal Poverty Level. In Wisconsin, all families that are determined eligible for Wisconsin Shares child care subsidy receive the child care subsidy. Wisconsin does not have a waiting list for child care assistance.
- *working* (include minimum hours if applicable) - Work in an unsubsidized job, including training provided by an employer during the hours of employment in which the worker must receive earned income. Additional activities which can be approved for child care assistance include:
 - a. Wisconsin Works Employment Position approved activity
 - b. Food Stamp Employment and Training participant activity.
 - c. Teen parent attending high school or the equivalent.
 - d. Employment skills training including English as a Second Language, high school equivalency degree training, and a course of study at a technical college which will help the person to obtain employment.A person employed in an "on-call" basis or just registered with a temporary employment agency is not considered to be employed. A minimum number of hours that the worker must work has not been determined on a statewide basis, instead is allowed on a case-by-case basis.
- Additional terminology related to conditions of eligibility or priority established by the Lead Agency: Not applicable.

Attachment 1: Brief Summary of Comments from Public Hearing, May 24, 2005

***Reference: 2.2 Public Hearing**

Participant: Diane Adams, University of Wisconsin-Extension Child Care Research Partnership; Susan Bohn, Wisconsin Child Care Resource and Referral Network; Patti Grede, Penfield Children's Center; and George Hagenauer, Community Coordinated Child Care, Inc.

Department of Workforce Development - Child Care Section: Gabe Blood and Laura Saterfield.

Written Testimony: Dawn Holt, YMCA Child Care Director.

Comments and Recommendations presented in both oral and written testimony:

Topic: Subsidy Issues

1. W-2 parents should stay home for six months after the birth of their child as it would free up slots needed by other families.
2. Substandard centers do not charge substandard rates.
3. In Dane County, violations found through the complaint process occurred in 8% of the group centers serving 923 children in one month or 28% receiving subsidies.
4. The 75th percentile formula is an excellent tool for determining rates but needs some adjustment to improve its accuracy.
5. For the rate survey, use the rates that CCR&Rs have within their system.
6. Because large corporations are hiring large numbers of Wisconsin Shares recipients, require these employers to contribute to the cost of Wisconsin Shares received by their employees.
7. Do not increase parent co-payments to 15% above the current amounts. Parents already have difficulty making the co-payments. This increase will cause parents to seek less costly and poor quality child care.

Topic: Quality Initiatives Issues

1. Recent actions of the Joint Finance Committee cause the CCDF Plan to be jeopardized.
2. The Wisconsin Child Care Research Partnership has documented an erosion in child care quality. The erosion may be due to the rapid growth of the child care system or the economy or both.
3. Adoption of the Quality Rating System (QRS) would correct some inequities. While DWD monitors subsidy spending patterns, it is unable to reward high quality programs and to decrease payments for lower quality programs. While the numbers of licensing staff have increased, licensing does not have a systematic way of documenting serious violations, closing programs with serious violations, and informing consumers about lower quality.
4. If QRS cannot be implemented immediately, consider these suggestions from several participants about re-allocating CCDF dollars to address the needs which caused the "Quality Care for Quality Kids" plan to be created. View the CCDF Plan as an opportunity to reflect on the entire system. It is possible to re-create a QRS for Wisconsin.
 - Implement payment reduction based on non-compliances. Look for programs with multiple repeat violations.
 - Require DHFS Bureau of Regulations and Licensing to make at least one licensing visit per year to each licensed program, using a standardized checklist of potentially serious violations.

- Record licensing violations on a public web site through the CCR&R system, DWD, or DHFS so consumers have access to this information. Do the same for certification.
 - Comments from one participant: Target T.E.A.C.H. to child care programs of high density of low income children. Target R.E.W.A.R.D. for outreach to providers/staff who have only a high school education. From another participant: Target T.E.A.C.H. to providers/staff in these programs: A.A., B.A., and Administrator Credential, and Infant and Toddler Credential. Discontinue R.E.W.A.R.D. as it is not used to continue education in the child care field.
 - Modify subsidy policy so that programs cannot submit late requests for payments beyond the three-month limit currently in policy.
 - Assure that DWD is only spending a 10% higher rate for accredited programs approved according to DWD policy.
 - Fund The Registry because of its important role in the data system as the source of information on the educational levels of providers.
 - Fund Wisconsin Child Care Research Partnership to assist the Departments in making policy and program decisions on the effective use of subsidy resources and quality improvements. This work can alter the outcomes for children and families.
 - Re-activate the Child Care Council and re-think its position within either DWD or at a cabinet level. Should the Council report annually to the Governor and the Legislature on the status of Early Care and Education in the state?
 - Adjust administrative rules to focus on the main goal: Quality care for Wisconsin's children.
5. Expressed appreciation for a federal grant that funded a collaborative project among WCCR&R Network, UW, DWD, and DHFS. The project increased quality, improved management of Wisconsin Shares, and generated data useful for programs and providers.
 6. Increase the local match requirements for CCR&Rs to ensure they have multiple sources of funding.
 7. Continue Early Childhood Excellence Centers.
 8. Continue accreditation grants for high quality programs.
 9. Do not adopt a rating system without funding attached to it. Otherwise, child care workers will once again bear the cost of financing the education and care of young children. Rating programs based on the level of staff education will work as long as there is funding for child care staff to improve their education.
 10. Continue funding a CCR&R system, which needs at least \$2.4 million to carry out its unique responsibilities. Other CCR&R comments and recommendations:
 - WCCR&R Network member agencies provide significant levels of training and technical assistance including business start-up, entry level training, and advanced level training. Their services support development of a high quality system.
 - Network member agencies request that their training and technical assistance services be more adequately reflected in the CCDF plan.
 - WCCR&R Network members urge DWD CCS to mention in the CCDF plan information about the continuation of periodic coordination meetings among state-funded agencies.
 - WCCR&R Network supports the 2005-2007 CCDF Plan.

Topic: Administration Issues

1. Shift licensing into the same Department responsible for subsidies.

Attachment 2: Maximum Child Care Rates by County and Tribe

***Reference: 3.2 Payment Rates for Provision of Child Care**

See: <http://www.dwd.state.wi.us/dws/programs/childcare/wishares/pdf/2005rates.pdf>

Attachment 3: Annual Child Care Rates Survey – Licensed Group

***Reference: 3.2 Payment Rates for Provision of Child Care**

**State of Wisconsin
Department of Workforce Development
Division of Workforce Solutions**

ANNUAL CHILD CARE RATES SURVEY - LICENSED GROUP DAY CARE

Personal information you provide on this form may be used for secondary purposes (Privacy Law, s.15.04 (1)(m))

Dear Child Care Provider,

Each year Wisconsin child care agencies survey **all licensed providers** to collect child care prices and related information. The goal of this survey is to establish the most accurate market rates for each county and tribe to be used to reimburse day care costs for low to moderate income families. The price information you submit may be used to calculate the annual Maximum County/Tribal Rate for the Wisconsin Shares Subsidy Program as required by DWD 56.06 of the Wisconsin Administrative Code. Your cooperation in completing and submitting this survey (along with your current printed price sheet) will allow us to establish a rate that is fair and competitive so that we may assist as many families as possible. *Please return this survey within the given time.*

All prices reported must be those you regularly charge “private-pay families” (i.e., families whose child care services are not subsidized with public funds). Report **current weekly** prices. Please indicate the prices you charge according to the age categories listed on the following page. Field trip fees, meal fees, transportation fees and material fees, unless incorporated into the weekly price for child care, cannot be paid for separately and therefore should not be reported on the survey. Verification of your reported price is necessary in order to accurately calculate the local agency maximum reimbursement rates for licensed family child care providers. ***Return this survey along with a copy of your current typed or printed fee schedule to the address listed here, even if you have not or are not caring for a child who qualifies for subsidy funding:***

The survey must be returned by _____. *Only your verified weekly prices (from printed rate sheet) will be included in the calculation to determine 2005 maximum county/tribal child care reimbursement rates.* If you have a registration fee policy, enclose a typed or printed copy of that also.

Please answer the following questions:

Licensed Group capacity for July 2004 _____

Number of private pay children served in July 2004 _____

1. Is your licensed day care accredited? ☐ Yes ☐ No.
**If yes, please fax a copy of your accreditation certificate to 608-261-6968 or mail it to:
DWD Child Care Section, PO Box 7972, Madison, WI 53707-7972.**
2. Does your daycare provide child care for a “targeted population” (e.g., employer-sponsored, Head Start Wrap Around, 51.437, etc.)? ☐ Yes ☐ No.
If yes, does your center also offer open enrollment for the general public? ☐ Yes ☐ No

Continue on the back page

STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/05 – 9/30/07

Day Care Name:		
1 Owner/Operator:		
Address of Facility:	Phone:	
City:	State:	Zip:

Please provide your standard full-time price for each of the age categories below by completing the full-time weekly fee column with the price that you charge for that age group (include all prices for the age group). Include the price you charge even if you currently are not caring for any children in that age category. Indicate with N/A if you do not care for an age group. If you charge on an hourly basis, indicate the average weekly amount that you received in the month of July for a full-time child in each age category.

	Full-time weekly fee	
2.1 <u>Under age 2 years</u>		
2.2 <u>Ages 2 thru 3 years</u>		
2.3 <u>Ages 4 thru 5 years</u>		
2.4 <u>Ages 6 years and older</u>		

Please read, check that you understand each point, sign and return to the address on front.

- ☐ I have enclosed my printed price sheet.
- ☐ I understand that, by signing this form, I acknowledge that the fees I have listed here are fees charged to private pay parents.

Signature _____ Date _____

Attachment 4 Annual Child Care Rates Survey - Licensed Family

***Reference: 3.2 Payment Rates for Provision of Child Care**

**State of Wisconsin
Department of Workforce Development
Division of Workforce Solutions**

ANNUAL CHILD CARE RATES SURVEY - LICENSED FAMILY DAY CARE

Personal information you provide on this form may be used for secondary purposes (Privacy Law, s.15.04 (1)(m))

Dear Child Care Provider,

Each year Wisconsin child care agencies survey **all licensed providers** to collect child care prices and related information. The goal of this survey is to establish the most accurate market rates for each county and tribe to be used to reimburse day care costs for low to moderate income families. The price information you submit may be used to calculate the annual Maximum County/Tribal Rate for the Wisconsin Shares Subsidy Program as required by DWD 56.06 of the Wisconsin Administrative Code. Your cooperation in completing and submitting this survey (along with your current printed price sheet) will allow us to establish a rate that is fair and competitive so that we may assist as many families as possible. *Please return this survey within the given time.*

All prices reported must be those you regularly charge “private-pay families” (i.e., families whose child care services are not subsidized with public funds). Report **current weekly** prices. Please indicate the prices you charge according to the age categories listed on the following page. Field trip fees, meal fees, transportation fees and material fees, unless incorporated into the weekly price for child care, cannot be paid for separately and therefore should not be reported on the survey. Verification of your reported price is necessary in order to accurately calculate the local agency maximum reimbursement rates for licensed family child care providers. ***Return this survey along with a copy of your current typed or printed fee schedule to the address listed here, even if you have not or are not caring for a child who qualifies for subsidy funding:***

The survey must be returned by _____. ***Only your verified weekly prices (from printed rate sheet) will be included in the calculation to determine 2005 maximum county/tribal child care reimbursement rates.*** If you have a registration fee policy, enclose a typed or printed copy of that also.

Please answer the following questions:

Licensed Family capacity for July 2004 _____

Number of private pay children served in July 2004 _____

2. Is your licensed day care accredited? ☐ Yes ☐ No.

**If yes, please fax a copy of your accreditation certificate to 608-261-6968 or mail it to:
DWD Child Care Section, PO Box 7972, Madison, WI 53707-7972.**

2. Does your daycare provide child care for a “targeted population” (e.g., employer-sponsored, Head Start Wrap Around, 51.437, etc.)? ☐ Yes ☐ No.

If yes, does your center also offer open enrollment for the general public? ☐ Yes ☐ No

No

Day Care Name: _____

STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/05 – 9/30/07

2 Owner/Operator:		
Address of Facility:	Phone:	
City:	State:	Zip:

Please provide your standard full-time price for each of the age categories below by completing the full-time weekly fee column with the price that you charge for that age group (include all prices for the age group). Include the price you charge even if you currently are not caring for any children in that age category. Indicate with N/A if you do not care for an age group. If you charge on an hourly basis, indicate the AVERAGE WEEKLY amount that you received for a full-time child in each age category in the month of July.

	Full-time weekly fee	
4.1 <u>Under age 2 years</u>		
4.2 <u>Age 2 thru 3 years</u>		
4.3 <u>Age 4 thru 5 years</u>		
4.4 <u>Age 6 years and older</u>		

Please read, check that you understand each point, sign and return to the address on front.

- ☐ I have enclosed my printed price sheet.

- ☐ I understand that, by signing this form, I acknowledge that the fees I have listed here are fees charged to private pay parents.

Signature _____ Date _____

Attachment 5: 2005 Child Care Co-Payment Schedule - Sliding Fee Scale

***Reference: 3.5.1 Sliding Fee Scale for Child Care Services**

See the next page for the Child Care Co-Payment Schedule - Sliding Fee Scale.

This chart is located on our website at:

<http://www.dwd.state.wi.us/dws/programs/childcare/wishares/pdf/2005fpl.pdf>

Child Care Co-Payment Schedule for Licensed and Certified Care																			
Look down the column of the appropriate family size until you find the gross family monthly income level at or just less than																			
the family income. Look to the right to find the appropriate co-payment by family and type of care.																			
[-----Gross Monthly Family Income-----]										WEEKLY LICENSED CARE CO-PAY AMOUNT					WEEKLY CERTIFIED CARE CO-PAY AMOUNT				
FAMILY SIZE										CHILDREN IN SUBSIDIZED CARE:					CHILDREN IN SUBSIDIZED CARE:				
	2	3	4	5	6	7	8	9	10 or more	1	2	3	4	5 or more	1	2	3	4	5 or more
70% FPL	\$748	\$939	\$1,129	\$1,319	\$1,509	\$1,699	\$1,889	\$2,080	\$2,270	5	8	13	16	21	2	6	9	12	15
75% FPL	\$802	\$1,006	\$1,209	\$1,413	\$1,617	\$1,821	\$2,024	\$2,228	\$2,432	5	11	15	20	24	4	7	10	14	16
80% FPL	\$855	\$1,073	\$1,290	\$1,507	\$1,725	\$1,942	\$2,159	\$2,377	\$2,594	7	12	17	22	27	6	8	12	16	19
85% FPL	\$909	\$1,140	\$1,371	\$1,602	\$1,832	\$2,063	\$2,294	\$2,525	\$2,756	11	15	20	25	32	7	11	14	18	21
90% FPL	\$962	\$1,207	\$1,451	\$1,696	\$1,940	\$2,185	\$2,429	\$2,674	\$2,918	12	19	24	30	36	8	13	16	21	26
95% FPL	\$1,016	\$1,274	\$1,532	\$1,790	\$2,048	\$2,306	\$2,564	\$2,822	\$3,080	15	22	29	36	42	11	16	21	24	30
100% FPL	\$1,069	\$1,341	\$1,613	\$1,884	\$2,156	\$2,428	\$2,699	\$2,971	\$3,243	17	25	32	40	46	12	16	22	27	33
105% FPL	\$1,123	\$1,408	\$1,693	\$1,978	\$2,264	\$2,549	\$2,834	\$3,119	\$3,405	20	27	35	42	49	14	19	24	29	35
110% FPL	\$1,176	\$1,475	\$1,774	\$2,073	\$2,371	\$2,670	\$2,969	\$3,268	\$3,567	22	30	36	44	51	16	21	26	30	36
115% FPL	\$1,230	\$1,542	\$1,854	\$2,167	\$2,479	\$2,792	\$3,104	\$3,416	\$3,729	25	32	40	47	54	17	22	28	33	39
120% FPL	\$1,283	\$1,609	\$1,935	\$2,261	\$2,587	\$2,913	\$3,239	\$3,565	\$3,891	27	35	42	49	57	19	25	29	35	40
125% FPL	\$1,336	\$1,676	\$2,016	\$2,355	\$2,695	\$3,034	\$3,374	\$3,714	\$4,053	30	38	45	51	61	21	26	32	36	43
130% FPL	\$1,390	\$1,743	\$2,096	\$2,449	\$2,803	\$3,156	\$3,509	\$3,862	\$4,215	32	41	49	58	66	22	28	35	40	46
135% FPL	\$1,443	\$1,810	\$2,177	\$2,544	\$2,910	\$3,277	\$3,644	\$4,011	\$4,377	35	44	54	64	72	25	30	38	44	50
140% FPL	\$1,497	\$1,877	\$2,258	\$2,638	\$3,018	\$3,399	\$3,779	\$4,159	\$4,540	37	47	57	66	77	26	33	40	47	53
145% FPL	\$1,550	\$1,944	\$2,338	\$2,732	\$3,126	\$3,520	\$3,914	\$4,308	\$4,702	40	49	58	69	79	28	35	41	49	55
150% FPL	\$1,604	\$2,011	\$2,419	\$2,826	\$3,234	\$3,641	\$4,049	\$4,456	\$4,864	42	51	62	71	82	29	36	43	50	57
155% FPL	\$1,657	\$2,078	\$2,499	\$2,920	\$3,342	\$3,763	\$4,184	\$4,605	\$5,026	44	54	64	73	84	30	39	44	52	58
160% FPL	\$1,711	\$2,145	\$2,580	\$3,015	\$3,449	\$3,884	\$4,319	\$4,753	\$5,188	47	57	67	77	87	33	40	47	54	61
165% FPL	\$1,764	\$2,212	\$2,661	\$3,109	\$3,557	\$4,005	\$4,454	\$4,902	\$5,350	48	59	69	78	89	34	41	49	55	62
170% FPL	\$1,818	\$2,279	\$2,741	\$3,203	\$3,665	\$4,127	\$4,589	\$5,050	\$5,512	49	62	71	82	91	35	43	50	57	63
175% FPL	\$1,871	\$2,346	\$2,822	\$3,297	\$3,773	\$4,248	\$4,724	\$5,199	\$5,674	50	63	74	84	93	35	44	51	58	65
180% FPL	\$1,925	\$2,414	\$2,903	\$3,392	\$3,881	\$4,370	\$4,859	\$5,348	\$5,837	53	66	77	87	96	36	47	54	61	68
185% FPL	\$1,978	\$2,481	\$2,983	\$3,486	\$3,988	\$4,491	\$4,993	\$5,496	\$5,999	54	67	79	88	98	37	49	55	62	69
----- 185% of the Federal Poverty Level -----'																			
190% FPL	\$2,031	\$2,548	\$3,064	\$3,580	\$4,096	\$4,612	\$5,128	\$5,645	\$6,161	55	69	82	91	100	40	50	57	63	71
195% FPL	\$2,085	\$2,615	\$3,144	\$3,674	\$4,204	\$4,734	\$5,263	\$5,793	\$6,323	57	71	84	93	104	40	52	59	66	72
200% FPL	\$2,138	\$2,682	\$3,225	\$3,768	\$4,312	\$4,855	\$5,398	\$5,942	\$6,485	59	72	86	96	105	41	54	61	67	73
<<<----- 200% of the Federal Poverty Level ----->>>																			

NOTE: The copayment rate for teen parents who are not Learnfare participants is minimum copay and is found by selecting the lowest income line (70% FPL) and then finding the copayment listed, under either licensed care or certified care, for the appropriate number of children. Parents who have left a W-2 employment position for unsubsidized work also qualify for the minimum copay for one month. Families with children who are authorized for 20 hours or less are subject to one half of their share of the family copay listed above for those children. No copay is required for parents who participate in Learnfare or Food Stamp Employment and Training. Foster parents do not have a copayment responsibility for the foster children in their care. Kinship care relatives caring for a child under a court order do not have a copayment responsibility. Kinship care relatives caring for a child without a court order pay the minimum copay, unless they are receiving a child care subsidy for another child who is subject to a copayment greater than the minimum copay.

STATE PLAN FOR WISCONSIN
CHILD CARE & DEVELOPMENT FUND SERVICES
FOR THE PERIOD 10/1/05 – 9/30/07

Attachment 6: Wisconsin Child Care Resource & Referral Network Members

***Reference: 5.1.1 Quality Earmarks and Set-Asides**

Wisconsin Child Care Resource and Referral (WCCR&R) Network

Susan Bohn, Executive Director

5 Odana Court, Madison, WI 53719

(608) 271-1230

(608) 271-1268 - FAX

e-mail: susanb@wisconsincrr.org

website: www.wisconsincrr.org

4C Community Coordinated Child Care, Inc.

Serves Milwaukee, Ozaukee, Washington and Waukesha Counties

Carol Maurer, Executive Director

116 E. Pleasant St., Lower Level (LL), Milwaukee, WI 53212

(414) 562-2650 Ext. 126; toll free (888) 713-KIDS

(414) 562-2651 - FAX

Carol Maurer's e-mail: cmaurer@4c-milwaukee.org

website: www.4C-Milwaukee.org

Child Care Resource & Referral of Central Wisconsin, Inc.

Serves Adams, Clark and Wood Counties

Jennifer Johnson, Executive Director

210 East Jackson Street, Wisconsin Rapids, WI 54494

(715) 423-4114; toll free (800) 628-8534

(715) 423-2444 - FAX

e-mail: crrcw@tznnet.com

Mid Wisconsin Child Care Resource & Referral

Serves Marquette, Portage and Waushara Counties

Lois Sliter, Executive Director

23 Park Ridge Drive, Suite 11, Stevens Point, WI 54481

(715) 342-1788/1789; toll free (800) 930-KIDS

(715) 342-1708 - FAX

e-mail: mwccrr@charterinternet.net

Lois Sliter's e-mail: lois@charterinternet.net

Community Coordinated Child Care, Inc.

Serves Columbia, Dane, Dodge, Jefferson and Sauk Counties & the Ho-Chunk Nation

Denise Bunbury, transitional Executive Director

5 Odana Court, Madison, WI 53719

(608) 271-9181 Ext. 237; toll free (800) 750-KIDS

(608) 271-5380 - FAX

Denise Bunbury's e-mail: deniseb@4-c.org

e-mail: info@4-C.org

website: www.4-c.org

Child Care Resource & Referral Services of Greater Racine & Kenosha, Inc.

Serves Kenosha and Racine Counties

Amparo Salinero, Executive Director

9400 Durand Ave., Sturtevant, WI 53177

(262) 884-9890 - Referrals

(262) 884-9895 - FAX

e-mail: crrsrk@ameritech.net

Amparo Salinero's e-mail: crrsrk_amparo@ameritech.net

Northwest Connection Family Resources

Serves Ashland, Barron, Bayfield, Burnett, Douglas, Iron, Price, Rusk, Sawyer and Washburn Counties & the Bad River, Lac Court Oreilles, Red Cliff and St. Croix Tribes.

Jacqueline Strand, Director

16076W Hwy 63, Hayward, WI 54843

(715) 634-2299; toll free (800) 733-KIDS

(715) 634-8743 - FAX

e-mail: nwchild@cheqnet.net

website: www.wisconsinchild.org

STATE PLAN FOR WISCONSIN
CHILD CARE & DEVELOPMENT FUND SERVICES
FOR THE PERIOD 10/1/05 – 9/30/07

Attachment 6: WCCR&R Network Members continued

Child Care Partnership Resource & Referral Center

Serves Buffalo, Chippewa, Dunn, Eau Claire, Jackson, Pepin, Pierce, Polk, St. Croix and Trempealeau Counties & the Ho-Chunk Nation.

Dotty Lillo, Director

418 Wisconsin Street, Eau Claire, WI 54703

(715) 831-1700; toll free (800) 782-1880 - Eau Claire

(715) 836-7580 - FAX - Eau Claire

(715) 985-2391 - Independence

(715) 985-3239 - FAX - Independence

e-mail: ccpart@westerndairyland.org

Child Care Resource & Referral, Inc.

Serves Fond du Lac, Green Lake and Winnebago Counties

Bridget Cullen, Executive Director

105 Washington Avenue, Suite 114, Oshkosh, WI 54901

(920) 426-8920; toll free (800) 316-8884

(920) 426-8940 - FAX

e-mail: director@childcarerr.com

website: www.childcarerr.com

Project Bridges Child Care Resource & Referral

Serves Florence, Forest, Oneida and Vilas Counties & the Forest County Potawatomi Community, Sokaogan (Mole Lake) Chippewa Community and the Lac du Flambeau Band of Lake Superior Chippewa.

Robin Mainhardt, Director

201 Hospital Road, Eagle River, WI 54521

(715) 479-0337; toll free (800) 470-5833

(715) 479-0338 - FAX

e-mail: bridges@hyhc.com

website: www.hyhc.com

Community Childcare Connections, Inc.

Serves Brown, Marinette, Menominee, Oconto and Shawano Counties & Menominee and Stockbridge Munsee Tribes and the Oneida Nation.

Paula Breese, Executive Director

621 Pine Street, Green Bay, WI 54301

(920) 432-8899; toll free (800) 738-8899

(920) 432-6677 - Corporate Line & FAX

e-mail: paula@cccconnections.org

Family Connections, Inc. Resource & Referral

Serves Door, Kewaunee, Manitowoc and Sheboygan Counties

Susan Hart, Executive Director

2508 South 8th Street, Sheboygan, WI 53081

(920) 457-1999; toll free (800) 322-2046

(920) 451-0043 - FAX

e-mail: susanh@familyconnectionscc.org

website: www.familyconnectionscc.org/

Southwest WI Child Care Resource & Referral, Inc.

Serves Crawford, Grant, Iowa, Lafayette, Richland and Vernon Counties

Sandy Leibfried, Executive Director

1222 Lincoln Avenue, Fennimore, WI 53809

(608) 822-4453; toll free (800) 267-1018

(608) 822-4450 - FAX

e-mail: swwicrr@tds.net

website: www.swwicrr.com

South Central Child Care Resource & Referral, Inc.

Serves Green, Rock and Walworth Counties

Megan Riviere, Executive Director

1900 Center Street, Janesville, WI 53546

(608) 741-3426; toll free (888) 713-5437

(608) 741-3623 - FAX

e-mail: sccrr@co.rock.wi.us

website: www.sccrr.com

STATE PLAN FOR WISCONSIN
CHILD CARE & DEVELOPMENT FUND SERVICES
FOR THE PERIOD 10/1/05 – 9/30/07

Attachment 6: WCCR&R Network Members continued

Family Resources, Inc.

Serves Juneau, La Crosse and Monroe Counties & the Ho-Chunk Nation.

Jodi Widuch, Executive Director

122 N. 7th St., P.O. Box 1897, La Crosse, WI 54602-1897

(608) 784-4519; toll free (800) 873-1768

(608) 796-0098 - FAX

e-mail: JWiduch@centurytel.net

website: www.laxfamilyresources.org

Child Care Resource & Referral, Inc.

Serves Calumet, Outagamie and Waupaca Counties

Judith Olson, Executive Director

1051 N. Lynndale Dr., Suite 2, Appleton, WI 54914-3094

(920) 734-0966; toll free (800) 749-KIDS

(920) 749-0966 - Corporate Line

(920) 734-8139 - FAX

e-mail: jolson.crr@tds.net

website: www.getconnectedforkids.org

Child Care Connection, Inc.

Micki Krueger, Interim Director

Serves Langlade, Lincoln, Marathon and Taylor Counties

407 W. Main Street, Merrill, WI 54452

(715)539-9779; toll free (800) 848-5229

(715)539-9771 - FAX

e-mail: childcareconnection@g2a.net

website: www.childcareconnectionrr.org

Attachment 7: Approved Trainers Listserv

***Reference: 5.2.1 Status of Voluntary Guidelines for Early Learning**

See: <http://www.collaboratingpartners.com/EarlyLS.htm>

Attachment 8: Training for Wisconsin Model Early Learning Standards

***Reference: 5.2.3 Implementation of Voluntary Guidelines for Early Learning**

See: http://www.collaboratingpartners.com/docs/WMEELS_Pr0405.pdf

Attachment 9: Chapter PI 34 Teacher Training and Professional Development Re-design
***Reference: 5.2.5 State Plans for Professional Development**

<http://www.collaboratingpartners.com/docs/PI34TeachTrnProfDev4.pdf>